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ABSTRACT

This curriculum is the result of a project designed to: increase adult English-as-a-Second-Language (ESL) students' knowledge and use of the public library through a problem posing approach; provide a curriculum for teachers throughout the state to teach students about public libraries; and increase public library staffs' awareness of adult ESL patrons' needs and improve their access to library services and materials. The curriculum includes five instructional units: Libraries in the United States; Employees of the Library; Asking for Help at the Library; Resources, Programs, and Services at the Library; and Understanding Library Rules. It also includes "Tips for Teachers" on how to use the curriculum and how to familiarize themselves with their local libraries, and "Tips for Librarians" on effective communication with nonnative speakers of English. The curriculum was designed to be used with ESL students who function at student performance levels two through seven as delineated by the Mainstream English Language Training Project. (AB)

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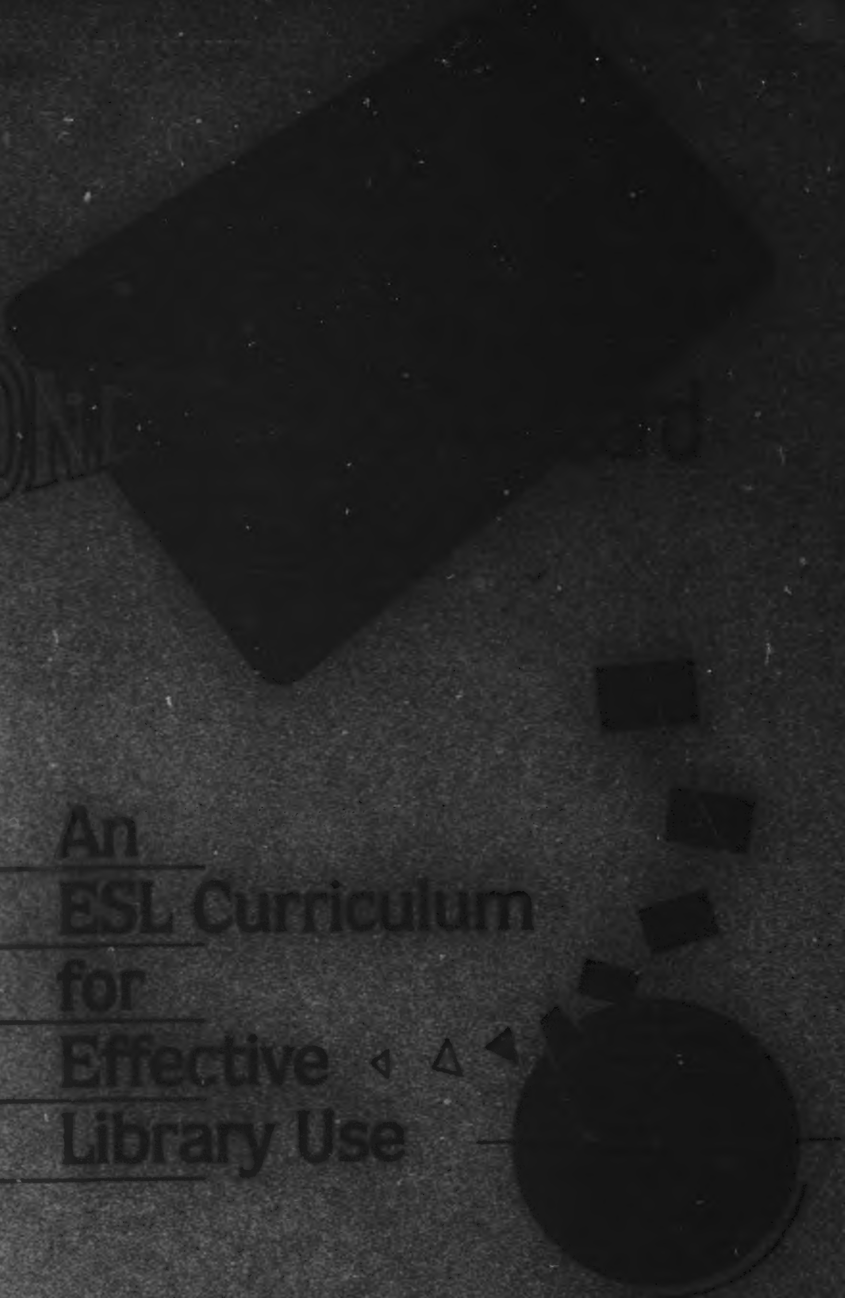

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An ESL Curriculum for Effective Library Use

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Adult Learning Resource Center
and the North Suburban Library System

Developed by the Project: Beyond the Library Card:
A Partnership to Design an English as a Second Language Library Curriculum

Funding for this grant was provided from the Illinois State Library, A Division of the Office of the Secretary of State, using Federal LSCA funding: George H. Ryan, Secretary of State.

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Adult Learning Resource Center
and the
North Suburban Library System

Beyond the Library Card: An ESL Curriculum for Effective Library Use

Written and Prepared by
Elizabeth A.W. Minicz
Adult Learning Resource Center

Developed by the Project: *Beyond the Library Card: A Partnership to Design an English as a Second Language Library Curriculum*

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Funding for this grant was provided from the Illinois State Library, a Division of the Office of the Secretary of State, using Federal LSCA funding. George H. Ryan, Secretary of State.

BEYOND THE LIBRARY CARD:
A PARTNERSHIP TO DESIGN AN ENGLISH AS A SECOND LANGUAGE LIBRARY CURRICULUM

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BEYOND THE LIBRARY CARD:

A PARTNERSHIP TO DESIGN AN ENGLISH AS A SECOND LANGUAGE LIBRARY CURRICULUM

"I am a mother of three children under the age of 8. Financially I am doing very poorly and am living with another family. The library gives us a place to go, a quiet place for my son to do his homework. My children's first and best form of entertainment is reading. I read 50 books a year--I could never afford to buy books. The library is so very important to us."

Janice Ortiz

"If the library wasn't around, there would be a hole in my life."

Carlos Cortez

"The library is everything to me!"

Sue Ying

From "Inspiration, healer and haven" by Bob Greene. *Chicago Tribune.* June 8, 1993.

ACKNOWLEDGEMENTS

This curriculum is the result of partnerships with the North Suburban Library System, the Adult Learning Resource Center (an adult education teacher training agency) three public libraries, and three adult English as a Second Language programs in Illinois.

The goals of the project were to:

- increase adult ESL students' knowledge and use of the public library through a problem-posing approach;
- provide a curriculum for teachers throughout the state to teach students about public libraries;
- increase public library staffs' awareness of adult ESL patrons' needs and improve their access to library services and materials.

Beyond the Library Card is markedly different from previously developed library-oriented curricula because it emphasizes the language skills necessary for using libraries effectively, and it focuses on problem-posing rather than teaching library skills. The curriculum contains the following components:

1) Five instructional units: Libraries in the United States; Employees of the Library; Asking for Help at the Library; Resources, Programs, and Services at the Library; and Understanding Library Rules
2) "Tips for Teachers" on how to use the curriculum and how to familiarize themselves with their local libraries
3) "Tips for Librarians" on effective communication with nonnative speakers of English

Many people, including teachers, librarians, and adult ESL students, were involved with *Beyond the Library Card*. In particular, however, the following individuals need to be recognized for their efforts:

- THE MEMBERS OF THE WORKING GROUP who lent their time, experience, and expertise to the project:

Miriam Pollack	North Suburban Library System
Sue Barauski	Adult Learning Resource Center
Elizabeth Minicz	Adult Learning Resource Center

Betsy Duda	Gail Borden Public Library, Elgin
Joyce Voss	Arlington Heights Memorial Library
Sandy Sherwood	Waukegan Public Library
Beth Small	Elgin Community College
Eileen Zywiciel	Elgin Community College
Laurie Edwards	College of Lake County
Kareen Marrone	College of Lake County
Inge Nauman	Township High School District 214
Marilyn Danegger	Township High School District 214

- THE ADULT ESL STUDENTS who completed surveys about library use and field tested the instructional units, but are unfortunately too numerous to be named here

- THE STAFFS OF THE ARLINGTON HEIGHTS, ELGIN, AND WAUKEGAN LIBRARIES who attended workshops on communicating more effectively with nonnative speakers of English

- THE ADULT EDUCATION DIRECTORS AND COORDINATORS, Bo Morton, Scott Ebaugh, and Rhonda Serafin who recommended and supported the teachers who participated in the project

- THE ADVISORY COMMITTEE who reviewed the first drafts of the instructional units

- MONICA MAZUR whose word processing skills brought ideas and words to life

- THE GLENSIDE PUBLIC LIBRARY DISTRICT, THE ARLINGTON HEIGHTS MEMORIAL LIBRARY, and THE PROSPECT HEIGHTS PUBLIC LIBRARY DISTRICT whose newsletters, calendars, flyers, announcements, and other written policies and procedures contributed to the content of the curriculum

OVERVIEW OF CURRICULUM

Adult ESL programs in Illinois, at community colleges, public schools, and community-based organizations, deliver educational services to almost fifty thousand people with limited English proficiency yearly. In addition to developing listening, speaking, reading, and writing ability in English, these programs teach practical life skills and American culture. Most of the textbooks used in ESL classes include limited information about libraries in the units or chapters about community and/or neighborhood resources. Teachers often arrange class field trips to local libraries and encourage students to apply for library cards. But rarely do teachers discuss the varied resources and services available to their adult students or provide their students with opportunities to practice their newly acquired language skills within the context of using libraries.

Teachers often teach library skills such as locating books using the card catalog; they don't usually teach students how to overcome their sense of intimidation in an unfamiliar institution. *Beyond the Library Card* increases adult ESL students' knowledge of the resources of the public library at the same time as it increases their ability to use libraries more effectively, informs and educates teachers who may not be library users themselves about the resources, programs, and services of the library, and creates awareness in library staff of the needs of adult ESL students.

Beyond the Library Card was designed to be used by ESL students who function at Student Performance Levels (SPL) two through seven as delineated by the Mainstream English Language Training (MELT) Project. (See Appendix A) The SPL levels from the MELT project were selected because they are used by the Illinois State Board of Education, Adult Education and Literacy Section to describe adult ESL students' English proficiency for testing and funding purposes. Thus they are familiar to the adult ESL teachers in Illinois who will be using the curriculum. Each activity in the curriculum has a suggested SPL level. Teachers may wish to adapt activities so they can be used with students at levels other than the suggested ones.

The student activities were field-tested in adult ESL classes taught by teachers at the College of Lake County (Grayslake and Waukegan) Elgin Community College (Elgin), and Township High school District 214 (Arlington Heights). The six teachers, Laurie Edwards, Kareen Marrone, Beth Small, Eileen Zywiciel, Inge Nauman, and Marilyn Danegger taught students at a variety of proficiency levels-- from beginning through advanced-- and their comments and their students' reactions to the activities were invaluable.

Librarians from three libraries, Betsy Duda (Gail Borden Public Library-Elgin), Joyce Voss (Arlington Heights Memorial Library-Arlington Heights), and Sandy Sherwood (Waukegan Public Library-Waukegan) as well as Miriam Pollack from the North Suburban Library System provided insight and suggestions for content from a "librarian's point of view." Any errors in library-specific content should be attributed to the curriculum writer, not the librarians!

BEYOND THE LIBRARY CARD CURRICULUM

I. INTRODUCTION

A CURRICULUM is defined in the Mainstream English Language Project (MELT) Resource Package as:

> "a defined outline for an instructional program. Minimally it describes WHAT is to be taught. It can also include suggestions for HOW, WHEN, and WHAT MATERIALS."

Beyond the Library Card is essentially a multi-level curriculum which can be used to supplement instruction. It consists of photo-copy ready classroom activities for Student Performance Levels (SPL) 2-7. Each student activity has suggested SPL levels in the upper right hand corner. The curriculum is designed so that teachers can "pick and choose" the activities that are appropriate for their students' levels, interests, and abilities.

II. INSTRUCTIONAL UNITS

Beyond the Library Card consist of five instructional units:

1. Libraries in the United States
2. Employees of the Library
3. Asking for Help at the Library
4. Resources, Programs, and Activities at the Library
5. Understanding Library Rules

Each instructional unit contains materials appropriate for a wide range of English proficiency levels. The components of the units can be viewed as a menu from which teachers select activities. The unit components are not linear. It is not expected that teachers will begin with the first component, go on to the second, then the third, and so on. Rather than using the components in a sequential order, teachers may use the components in any order that expedites their use.

Each unit contains all or some of the following components:

- Teacher Notes
    - Unit Competencies
    - Suggested Sources for Authentic Materials from Local Libraries
    - Directions for Activities
- Pictures
    - Pictures for Vocabulary Development
    - Pictures for Problem-Posing Discussions
- Reading Passages
    - Pre-Reading Discussion Activities
    - Reading Passages
    - Vocabulary Activities
    - Comprehension Checks
- Cultural Comparison Activities
- Codes for Problem-Posing
- Language Practice Activities
- Information Gaps
- Games
- Home Activities

III. SUGGESTED TEACHING TECHNIQUES

A. USING REALIA AND PICTURES FOR VOCABULARY DEVELOPMENT

B. USING DIALOGUES

C. USING PROBLEM-POSING

A. USING REALIA AND PICTURES FOR VOCABULARY DEVELOPMENT

There are many different ways to use **realia**, actual objects, and **pictures** for vocabulary development-- the development of both oral skills and sight reading skills. The use of realia and pictures is especially helpful for beginning and intermediate ESL students because they provide context.

Most of the pictures which accompany the instructional units correspond to words or phrases in the reading passages. The pictures can be used, then, to develop vocabulary either before or after students read the passages. For nonliterate learners, realia and pictures can be used in place of the reading passages.

Following are a few suggestions for using realia and pictures to establish and/or enhance comprehension and acquisition of vocabulary.

Introducing New Vocabulary Using Realia and Pictures: Say the new words/phrases one by one, repeating several times. Ask comprehension questions as necessary to ensure that students understand the meaning of the new words. Continue with listening comprehension practice, below.

Listening Comprehension Practice: Say the new words/phrases one by one as students point to the corresponding pictures on their papers. When students demonstrate good comprehension, have them practice saying the new words/phrases aloud.

TPR Activities: Tape enlarged pictures to the blackboard. Have a student (or students) walk to the board and identify the picture(s) you name. For additional oral practice, have various students take the role of teacher by naming the pictures for their classmates to identify.

Pair Practice Using Flashcards: (This activity practices vocabulary that has already been introduced.) Make flashcards before class begins, or have students make the flashcards in class. The flashcards can have pictures on one side and words on the other, or separate flashcards can be made for the words and pictures. Pairs of students then engage in a variety of practice activities such as quizzing each other, matching words with pictures, or writing sentences about the pictures.

Whole Class Match-Ups: (This activity practices vocabulary that has already been introduced.) Before class begins, cut apart the words/phrases from their pictures. Pass out one word/phrase OR one picture to each student. Have the students circulate, using oral language to find their match. Do not allow students to show their pictures or words to each other. (Hint: In classes with mixed literacy abilities, give pictures to nonliterate students and words to literate students.)

B. USING DIALOGUES

Traditionally, dialogues have been used to teach listening and speaking skills. Here is a way to use dialogues to develop both oral and reading skills in multi-level classes.

1. Choose short dialogues (4-6) lines which have as many high frequency sight words as possible.
2. Present the dialogue using pictures, actions, and/or realia to establish meaning.
3. Write the dialogue on the blackboard, leaving blanks in each line.
4. Have students call out the missing words.
5. Read the dialogue while sliding a finger under each word as you say it.
6. Read one part; have the class read the other. Reverse roles.
7. Divide the class and have each half read one part.
8. Have students work in pairs reading the dialogue.
9. Erase some of the original words and have students volunteer them orally or come to the board and write them.
10. Have students copy the dialogue.

For Students with Stronger Reading Skills

1. Write the dialogue on the board.
2. Have students call out the words they recognize.
3. Have the class read the dialogue chorally, guided by your finger sliding beneath the words.
4. Discuss the meaning of the dialogue.
5. Erase difficult or new words and ask students to volunteer them orally or come to the board and write them.
6. Have students copy each line of the dialogue on a separate index card.
7. Have students shuffle and reorder the cards for additional reading practice.
8. The cards can be used for reading practice and review in subsequent classes.

Adapted by Catherine Porter and Elizabeth Minicz from A Handbook for ESL Literacy by J. Bell and B. Burnaby. Oise Press, 1984.

C. USING PROBLEM-POSING

Problem-posing is a tool for developing critical thinking. It is an inductive questioning process that structures dialogue in the classroom. Teachers formulate questions to encourage students to make their own conclusions about society's values and pressures. The problem-posing method draws out students' shared experiences of society.

Problem-posing begins by listening for students' issues. Based on their listening, teachers then select and bring the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing. Each situation contains personal and social conflicts which are emotionally charged for students.

Teachers ask a series of inductive questions which move the discussion of the situation from the concrete to the analytical. The problem-posing process directs students to name the problem, understand how it applies to them, determine the causes of the problem, generalize to others, and finally suggest alternatives or solutions to the problem.

Adapted from: Language and Culture in Conflict by Nina Wallerstein. Addison-Wesley, 1983.

THE FIVE STEPS OF PROBLEM-POSING

1. **DESCRIBE CONTENT**

   Students describe what they see in the code (a picture, story, dialogue, etc.)

2. **DEFINE PROBLEM**

   Students identify the issue(s) or problem(s) brought out in the code.

3. **PERSONALIZE PROBLEM**

   Students relate the issue(s) or problem(s) to their own lives or culture, and they tell how they feel about it.

4. **DISCUSS PROBLEM**

   Students discuss the social/economic reasons for the problem. They talk about why there is a problem.

5. **DISCUSS ALTERNATIVES**

   Students suggest possible solutions to the problem, and they discuss the consequences of various courses of action.

Adapted from a workshop presented by Elsa Auerbach for the Illinois ESL Adult Education Service Center, February 24, 1989.

TIPS FOR TEACHERS:
USING LIBRARIES EFFECTIVELY

The six teachers who field-tested *Beyond the Library Card* offered the following suggestions for using the curriculum:

- Find out which public libraries serve the communities in which your students live. This can easily be accomplished by having students interview each other and sharing their responses with the rest of the class.

- Find out which, if any, students live in communities which do not have public libraries. Not everyone in Illinois lives in an area which has access to free public libraries; however students who live in unincorporated areas may be able to obtain a library card by paying nonresident fees. In addition, employees of businesses may be eligible for library cards so it is important to check with local libraries about their nonresident library card policies.

- Call the libraries in the students' communities and inform staff of your intent to incorporate *Beyond the Library Card* into your instructional plan. This will alert staff to a possible increase in the numbers of students needing special assistance. In some libraries, there are certain staff members who are designated as "contacts" for limited English speaking patrons because of their special skills.

- Schedule a tour of the libraries for yourself before you bring or send students to the library with assignments. Then select appropriate activities from *Beyond the Library Card* to prepare your students **in class** before they go to the local libraries on their own or as a class.

- Ask your contact at the local library if there is a video cassette which highlights library services. Many libraries have made promotional videos for local cable TV and may let you borrow a copy for class use.

- Collect authentic materials from the libraries (application cards, flyers, calendars, newsletters, etc.) You may want to compare these materials with the ones used in the activities in *Beyond the Library Card* and adapt or use them to create additional activities.

TIPS FOR LIBRARIANS:
COMMUNICATING EFFECTIVELY WITH NONNATIVE SPEAKERS OF ENGLISH

Communication workshops were conducted for library staff at the Gail Borden Library (Elgin), Arlington Heights Memorial Library, and Waukegan Public Library as part of the grant which produced the *Beyond the Library Card* curriculum. The suggestions below were included in the workshops.

- **Speak clearly**

  Many limited English proficient adults avoid talking to native speakers of English because they are afraid they will not be understood or that they will not understand the native speaker. If the adults have been taking ESL classes, they may have become accustomed to the careful, deliberate, often "slowed down" speech of some of their teachers. Clearly articulated speech will assist in comprehension, although care should be taken not to use speech that is so slowed down or simplified that it insults the listener. Pausing after each sentence or point to allow processing time and avoiding the use of slang, colloquial, or highly idiomatic speech will also enhance communication.

- **Paraphrase**

  When people are frustrated in their attempts to communicate with limited English proficient adults, they unconsciously raise their voices or repeat what they have already said. Communication efforts will be more successful if one uses different words to say the same thing. It may be helpful for staff to practice answering commonly asked questions in several different ways: May I help you?; Can I help you?; What can I do for you?; Is there something I can help you with? and so on.)

- **Avoid confusing grammatical structures**

  Certain grammatical structures such as *either or questions* are particularly difficult for nonnative speakers of English.

  Don't say, "Do you want to read a mystery or a thriller?
  Do say, " Do you want to read a mystery? Do you want to read a thriller?

- **Make use of visuals and demonstrations**

  A picture is worth a thousand words so provide context by using authentic materials, drawings, or photographs to establish or enhance meaning. Demonstrate rather than tell. Don't assume that everyone can read written instructions. Show someone how to use the copy machine, don't just tell them about it. Say **and** write information that includes numbers.

- **Be patient**

  Nonnative speakers of English are usually sensitive about their ability to use the language. Instead of interrupting to "help" them, let them speak without interruption. Then you can ask questions if you don't understand.

LIBRARIES IN THE UNITED STATES: TEACHER NOTES

The purpose of this unit is to provide English as a Second Language students who are potential (and perhaps actual) library patrons with basic information about the U.S. library system. Many adult ESL students come from countries where the tradition of free public access to libraries is rare or nonexistent. They avoid becoming patrons of libraries in the U.S. because of their lack of understanding about what a library is, who it serves, and what services are available. Previous experiences with government censorship, limited collections, and restrictive borrowing privileges also prevent potential patrons from becoming library users in the U.S. Here are some ESL students talking about libraries in their native countries:

- "We can't take anything out of the library" (Iraq)
- "There were no libraries in towns or in schools - only in large cities, and then only books." (Laos)
- " The government restricts books in Saudi Arabia in libraries,...and there aren't many new books...And the books that are there don't go out."
- "There are only libraries in the university. Only students can use them." (Vietnam)

Before ESL students are introduced to their local library by a classroom teacher or library staff member, time should be spent orienting students to the concept of "library" in the U.S. Then later, because most of us learn best by doing, students will have the opportunity to demonstrate and apply what they have learned in their local library.

This unit begins with a discussion/sharing of libraries (or the lack thereof) in the students' native countries. In this way, the students can move from the familiar (their experiences with the libraries in their native countries) to the less familiar (the U.S. system).

COMPETENCIES FOR THIS UNIT

Students will be able to:

1. Explain the purpose of a library.
2. Describe the similarities and differences between libraries in the U.S. and libraries in their native countries.
3. Locate the public library in their town or city.
4. Complete an application for a library card.

POSSIBLE AUTHENTIC MATERIALS FROM INDIVIDUAL LIBRARIES AND COMMUNITIES

1. Maps (Local telephone directories serving the communities of the potential patrons are a good source of maps.)

2. Library flyers or brochures about services, materials, and policies

3. Library patron application forms

Samples of all of the above are provided in the suggested activities for this unit. Classroom practice with authentic materials will enable students to experience success when they apply what they have learned in class to new or similar situations.

SPL-3

LIBRARIES IN THE UNITED STATES: DISCUSSION ACTIVITY #1

Directions: Think about libraries in your native country. Discuss the answers to the questions below with your classmates. (Optional: Write the information in the chart.)

	IN____________ (native country)
1. Are there many libraries?	
2. Where are the libraries?	
3. Who can go to the libraries or who can use them?	
4. Are the libraries free?	
5. What things can you read in the library?	
6. What things can you take home from the library?	
7. Do people use library cards?	
8. Do people have to pay for library cards?	
9. When are the libraries open?	

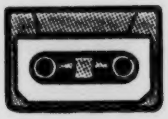
Now talk about this question with your classmates: How are libraries in the United States different from libraries in your native country?

LIBRARIES IN THE UNITED STATES: VOCABULARY ACTIVITY #1

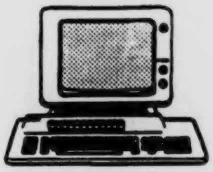
Directions: Match the vocabulary words in the box below with the pictures. Write the correct word under each picture.

library newspaper audio cassette video cassette

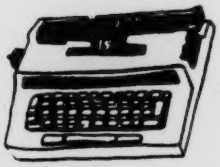
books typewriter computer identification



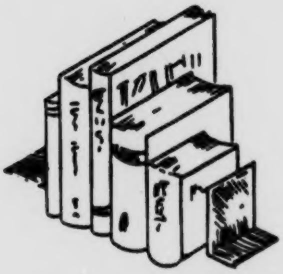
1. ______________



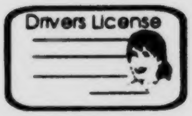
2. ______________



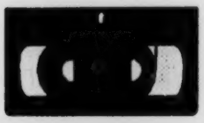
3. ______________



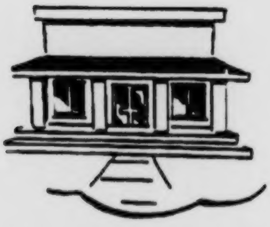
4. ______________


Drivers License

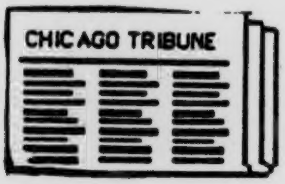
5. ______________



6. ______________



7. ______________


CHICAGO TRIBUNE

8. ______________

LIBRARIES IN THE UNITED STATES: VOCABULARY ACTIVITY #2

Directions: Say these words after your teacher. Discuss the meaning of each word. (Optional: Match each word with a picture or realia such as an actual newspaper, magazine, game, etc.)

1. library
2. public
3. collections
4. newspapers
5. magazines
6. audio cassettes
7. video cassettes
8. puzzles
9. games
10. typewriters
11. computers
12. library card
13. identification

LIBRARIES IN THE UNITED STATES: VOCABULARY ACTIVITY #3

Libraries have thousands of books and other materials. Libraries keep materials in ABC (alphabetical) order so people can find things.

Directions: Read the vocabulary words in the box below. Put them in ABC order. Write the words on the lines below.

library
public
collections
newspapers
magazines
audio cassettes
video cassettes

puzzles
games
typewriters
computers
library card
identification

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

LIBRARIES IN THE UNITED STATES: READING PASSAGE #1

Almost every town or city in the United States has a free public library. Libraries have collections of books for people to read. There are usually thousands and thousands of different kinds of books in a library. Adults and children can read books in the library or take books home to read. People do not pay to enter a public library.

Libraries also have other things too. They have newspapers and magazines to read. They also have audio cassettes to listen to and video cassettes to watch. Some libraries have puzzles and games for children. Libraries usually have typewriters and computers for people to use. There are many different kinds of things to read and use in a library.

To get a library card, go to the library in your town or city. Ask for an application for a library card. Write your name, address and phone number on the application. A librarian will ask for some identification. Most people show their driver's license and a tax bill or utility bill. When you sign the application, you are promising to follow the library's rules. Finally you get a library card.

Some people live in places where there are no public libraries. These people can go to public libraries to read and use the materials in the library. But if they want to take anything home, they have to pay for a library card. Free library cards are for residents only. Libraries usually have special rules for people who don't live in the library community.

LIBRARIES IN THE UNITED STATES: COMPREHENSION CHECK #1
(FOR READING PASSAGE #1)

Directions: Take turns reading each sentence below with a partner. Decide together if each sentence is TRUE or FALSE. Check TRUE or FALSE. (Optional: Correct the false sentences).

		TRUE	FALSE
1.	There are only a few libraries in the United States.	____	____
2.	Only large cities have libraries.	____	____
3.	Libraries have books for people to read.	____	____
4.	Only adults can go to libraries.	____	____
5.	People can read magazines and newspapers in libraries.	____	____
6.	People can buy computers in libraries.	____	____
7.	People don't have to pay to go into a library.	____	____
8.	When people pay taxes, some of the money goes to libraries.	____	____
9.	People always have to pay for library cards.	____	____
10.	Residents cannot go to libraries.	____	____

LIBRARIES IN THE UNITED STATES: DISCUSSION ACTIVITY #2

Directions: Work with a partner. Read the words below. What words are about things people **can do** in a library? What words are about things people **can't do** in a library? Cross out the things people **can't do.**

1. read a newspaper
2. mail a letter
3. use a typewriter
4. read a book
5. buy a magazine
6. play a computer game
7. watch TV
8. use a copy machine
9. learn to read
10. sell furniture
11. talk on the telephone
12. get medicine

Directions: What are some other things people can do in a library? Work with a partner. Write three things on the lines below.

Example: People can read a newspaper in a library.

1. ______________________________

2. ______________________________

3. ______________________________

Now share your answers with the rest of the class.

LIBRARIES IN THE UNITED STATES: DISCUSSION ACTIVITY #3

Directions: There are many things to do at libraries. Read the sentences below. Cross out the things people can't do at libraries.

1. Check out books to read at home.

2. Give a birthday party for a child at the library.

3. Meet your neighbors.

4. Read magazines and newspapers.

5. Find out about jobs.

6. Cash a paycheck.

7. Register to vote.

8. Buy stamps.

Now share your answers with a partner. Are your answers the same or different? Talk about your answers.

Now think of three more things people can do at libraries. Write on the lines below.

1. ______________________________

2. ______________________________

3. ______________________________

LIBRARIES IN THE UNITED STATES: PROBLEM-POSING STORY # 1

Gustavo Morales just moved to Treetown. He and his wife, Rosa, have three children. One is in elementary school, one is in middle school, and one is in high school. Everyone in the Morales family likes to read. The children read books in English. Gustavo and Rosa read books in Spanish.

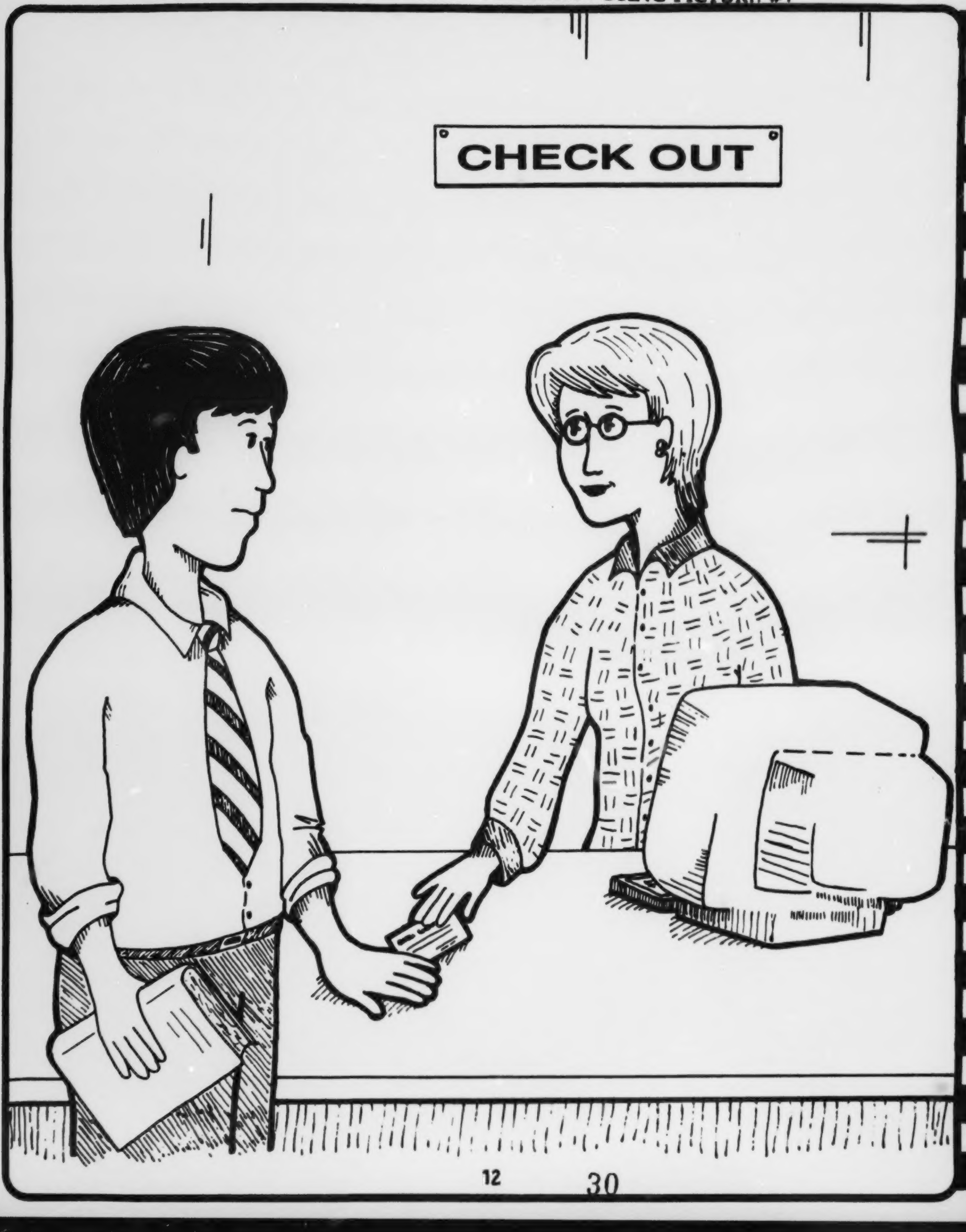
Gustavo and his family are at the Treetown Library. They want to apply for library cards.

The librarian asks for identification. Gustavo shows his driver's license. The librarian says, "I'm sorry, but you don't live in the Treetown Library District. You will have to pay for a library card.

Directions: Work with a small group. Discuss these questions. Then share your answers with the rest of the class.

1. Who are the people in the story? Where are they? What are they doing?
2. What is the problem? How does Gustavo feel? What is he thinking?
3. Have you ever had a problem like this? How did you feel?
4. Why does Gustavo have this problem? Would this be a problem in your native country?
5. What can Gustavo do? What would you do?

LIBRARIES IN THE UNITED STATES: PROBLEM-POSING PICTURE #1



LIBRARIES IN THE UNITED STATES: VOCABULARY ACTIVITY #4a

Note to the teacher: If you do not intend to use the application card on page 17, you may not want to teach these vocabulary words.

Directions: Say these words after your teacher. Discuss the meaning of each word. (Optional: Write the meaning next to each word.)

1. responsible
2. charges
3. costs
4. fees
5. lost
6. damage
7. materials
8. borrowed
9. comply
10. applicant
11. fine
12. restrictions
13. supply
14. patron

LIBRARIES IN THE UNITED STATES: VOCABULARY ACTIVITY #4b

Teacher Note: Here are simplified definitions of the vocabulary words used in vocabulary activities 4a.

1. responsible: getting the credit or blame for one's acts or decisions (responsible for the damage)
2. charge(s): the price demanded, especially for a service
3. cost(s): the amount paid or charged for something
4. fee(s): a charge for services
5. lost: when you cannot find something
6. damage: to hurt or be careless with something (e.g.tear a page in a book)
7. materials: things you find or use in the library (e.g. books, magazines, games, audio cassettes)
8. borrow(ed): to take something that you will return
9. comply: to obey or follow a rule or regulation
10. applicant: a person who makes a request in writing (e.g. apply for a library card)
11. fine(s): money you have to pay because you did not return library materials on time
12. restriction(s): limits
13. supply: give
14. patron: customer

LIBRARIES IN THE UNITED STATES: VOCABULARY ACTIVITY #5

Directions: Read the sentences below. Fill in the blanks with words from the box below.

supply	patron	restrictions	costs
applicant	comply	fee	responsible

1. If children lose library books, their parents are ____________ for replacing them.

2. A library ___________ is someone who uses the library.

3. A person who wants to sign up for a library card is an ___________.

4. People have to __________ their names, addresses, and phone numbers when they apply for library cards.

5. When you get a library card you must agree to __________ with the library's rules.

6. If you lose or damage library materials, you must pay the _______________ that are incurred.

7. Children can checkout adult books at the library because there are no age _________________ .

8. If a book is not returned on time, you must pay a __________ for every day that the book is late.

LIBRARIES IN THE UNITED STATES: HOME ACTIVITY # 1

Look at this application. Fill in the information.

I apply for the right to use the Library and will abide by its rules. I will pay fines or damages charged to me and give prompt notice of any change of address.

Print Full Name ______________________________

Address ____________________ Apt. ______ Zip __________

Phone ______________ I.D.# ____________________

Business ______________ Phone ____________________

Reference ______________________________

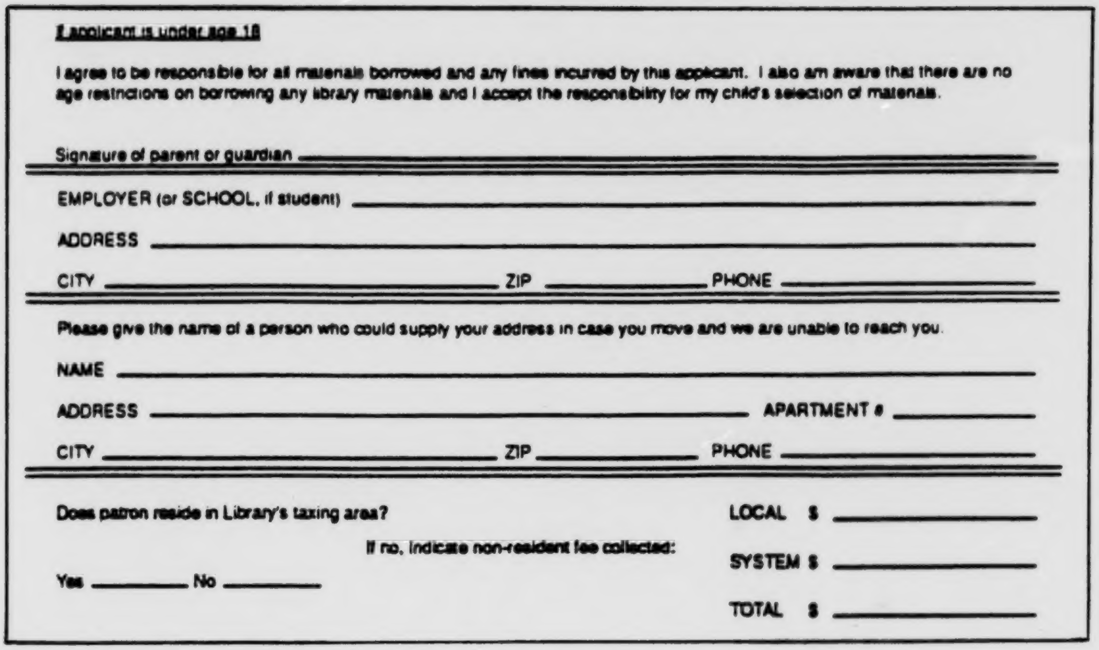
Address ____________________ Phone ______________

Signature ______________________________

LIBRARIES IN THE UNITED STATES: HOME ACTIVITY #2

Look at this application for a library card. Fill in the information.

SIDE ONE



If applicant is under age 18

I agree to be responsible for all materials borrowed and any fines incurred by this applicant. I also am aware that there are no age restrictions on borrowing any library materials and I accept the responsibility for my child's selection of materials.

Signature of parent or guardian ____________

EMPLOYER (or SCHOOL, if student) ____________

ADDRESS ____________

CITY ____________ ZIP ____________ PHONE ____________

Please give the name of a person who could supply your address in case you move and we are unable to reach you.

NAME ____________

ADDRESS ____________ APARTMENT # ____________

CITY ____________ ZIP ____________ PHONE ____________

Does patron reside in Library's taxing area?

If no, indicate non-resident fee collected:

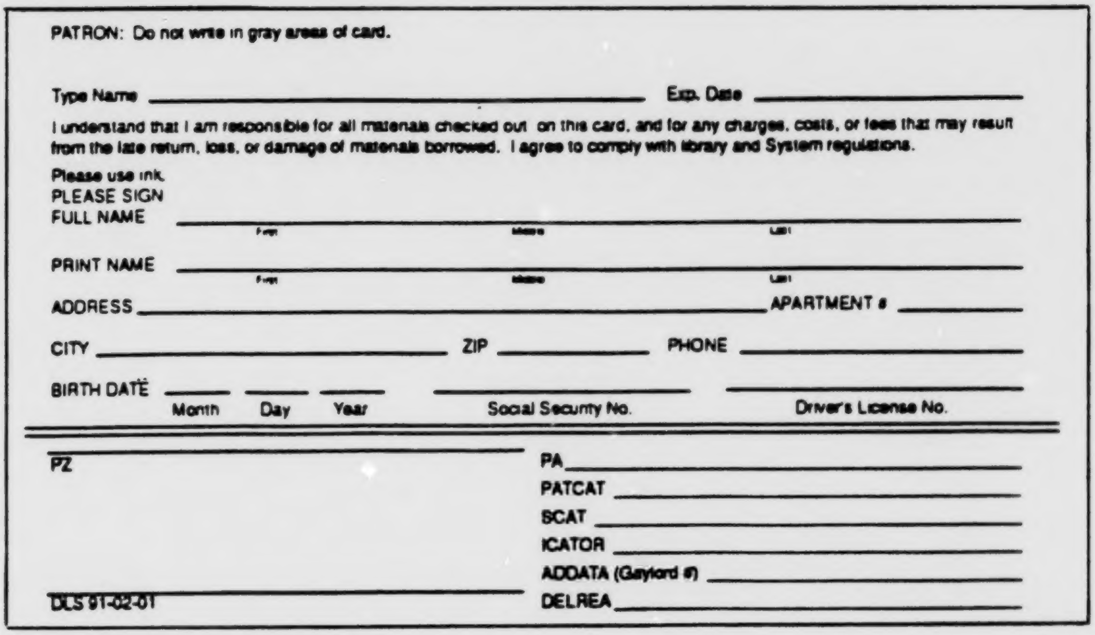
Yes ________ No ________

LOCAL $ ____________

SYSTEM $ ____________

TOTAL $ ____________

SIDE TWO



PATRON: Do not write in gray areas of card.

Type Name ____________ Exp. Date ____________

I understand that I am responsible for all materials checked out on this card, and for any charges, costs, or fees that may result from the late return, loss, or damage of materials borrowed. I agree to comply with library and System regulations.

Please use ink.
PLEASE SIGN
FULL NAME ____________
First Middle Last

PRINT NAME ____________
First Middle Last

ADDRESS ____________ APARTMENT # ____________

CITY ____________ ZIP ____________ PHONE ____________

BIRTH DATE ______ ______ ______ ____________ ____________
Month Day Year Social Security No. Driver's License No.

PZ

PA ____________
PATCAT ____________
SCAT ____________
ICATOR ____________
ADDATA (Gaylord #) ____________
DELREA ____________

DLS 91-02-01

*From the Glenside Public Library District
Glendale Heights, Illinois

LIBRARIES IN THE UNITED STATES: READING PASSAGE #2

Read this:

Your Library Card is...

...a passport and ticket to a world of information–available to residents of the Glenside Public Library District (Glendale Heights and Glen Ellyn Countryside).

The card may be obtained in a matter of minutes by showing proof of residency (such as tax bill or driver's license).

To obtain a card for a child under 16, the parent/guardian must come to the library to sign a responsibility statement.

- Business owners within the District may register for a library card, annually.
- Through contracts with the local schools and day care centers, teachers have library borrowing privileges related to their school requirements.
- Non-residents may purchase an annual card for a fee based on the tax bill.

Cards are renewed every three years.

COMPREHENSION CHECK #2

Directions: Take turns reading each sentence below with a partner. Decide together if each sentence is TRUE or FALSE. Check TRUE or FALSE. (Optional: Correct the false sentences.)

	TRUE	FALSE
1. It takes hours to get a library card.	____	____
2. You have to show a tax bill or a driver's license to get a library card.	____	____
3. Businesses cannot have library cards.	____	____
4. Teachers at schools and daycare centers can take books out of the library.	____	____
5. People have to get a new library card every year.	____	____

LIBRARIES IN THE UNITED STATES: HOME ACTIVITY #3

Do you know where the public library is in your town or city?

Directions: Use a telephone directory (telephone book) to answer the questions below. Write the answers on the lines.

Your Name: ______________________________

1. What town or city do you live in?

____

2. What is the name of the library?

____

3. What is the address of the library?

____

4. What is the telephone number of the library?

____

5. How far is the library from your house or apartment?

____

Optional: Call the library and ask when it is open.

6. When is the library open? Times? Days of the week?

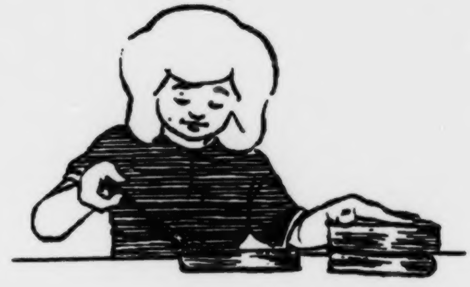
____

Optional: Many people live in cities or towns with community colleges. Residents can often use the library at the community college. Use the telephone book again. Call the local community college. Ask if you can use the library there.

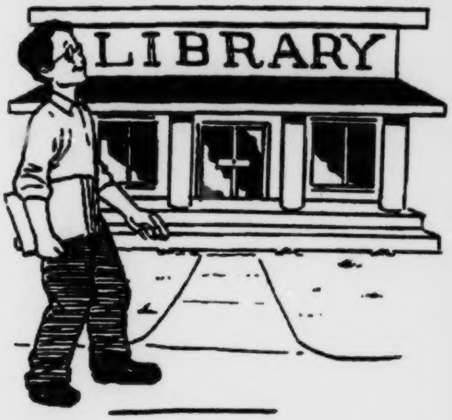
7. Name of the community college: ______________________________
Circle one: I can use the library. I can't use the library.

LIBRARIES IN THE UNITED STATES: PICTURE STORY #1

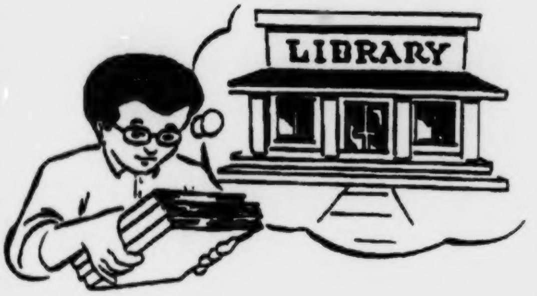
Directions: The pictures below tell a story. But the pictures are not in the correct order. Which picture goes first, second, third, and so on? Write the numbers 1 to 6 under the pictures.



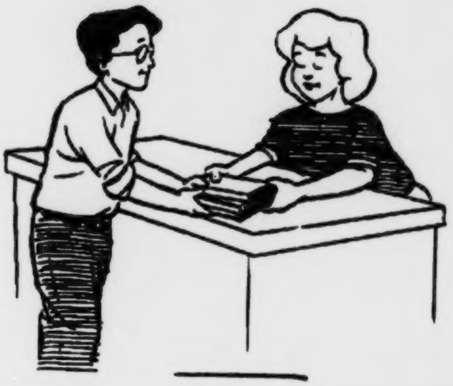
______



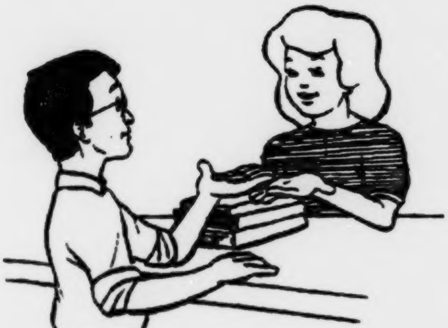
______



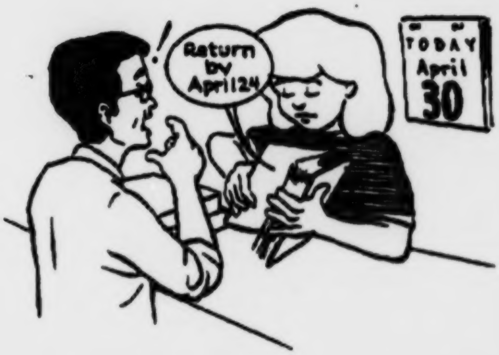
______



______



______


Return by April 24
TODAY April 30

______

Now take turns telling your story to a partner. Are your stories the same? How are they different?

LIBRARIES IN THE UNITED STATES: LANGUAGE ACTIVITY #1a

PARTNER WORK: PARTNER A

How long can you borrow things from the library? How much money do you have to pay if you don't return things on time?

Work with a partner to complete the chart. One person looks at this page only. The other person looks at the page for Partner B only. Take turns asking questions. Fill in the blanks on the chart.

Example: A: How long can I check out Adult Books?
B: For four weeks.

A: How much is the overdue fine for Children's Books?
B: It's $.15 a day.

MATERIALS	LOAN PERIOD	OVERDUE FINE
Adult Books		$.15/day
Children's Books	2 weeks	
Magazines & Newspapers		$.15/day
Audio Cassettes	2 weeks	
Puzzles		$.15/day
Video Cassettes	1 week	
Cassette Player		$.50/day
Framed Art Prints	4 week	

LIBRARIES IN THE UNITED STATES: LANGUAGE ACTIVITY #1b

PARTNER WORK: PARTNER B

How long can you borrow things from the library? How much money do you have to pay if you don't return things on time?

Work with a partner to complete the chart. One person looks at this page only. The other person looks at the page for Partner A only. Take turns asking questions. Fill in the blanks on the chart.

Example: A: How much is the overdue fine for Adult Books?
B: It's $.15 a day.

A: How long can I check out Children's Books?
B: For two weeks.

MATERIALS	LOAN PERIOD	OVERDUE FINE
Adult Books	4 weeks	
Children's Books		$.15/day
Magazines & Newspapers	1 week	
Audio Cassettes		$.15/day
Puzzles	1 week	
Video Cassettes		$.50/day
Cassette Player	1 week	
Framed Art Prints		$.25/day

LIBRARIES IN THE UNITED STATES: CULTURAL COMPARISON ACTIVITY # 1

Directions: Think about libraries in your native country and in the United States. Discuss the answers to the questions below with your classmates. (Optional: Write the information in the chart.)

	IN_____________ (native country)	IN THE U.S.
1. Are there many libraries?		
2. Where are the libraries?		
3. Who can go to the libraries or who can use them?		
4. Are the libraries free?		
5. What things can you read in the library?		
6. What things can you take home from the library?		
7. Do people use library cards?		
8. Do people have to pay for library cards?		
9. When are the libraries open?		

EMPLOYEES OF THE LIBRARY: TEACHER NOTES

Obviously many people work at libraries, but patrons are most likely to have contact with employees who work in three main areas: Circulation, Adult/Reference Services, and Children's or Youth Services. If a library has an information or reception desk, the persons who work there will try to answer questions or they will direct patrons to the appropriate person. Patrons tend to consider everyone who works in the library to be a librarian and hence do not usually search out the "appropriate" person to answer a question or to help them. Fortunately, library staff who interact with patrons are generally trained in customer service and can assist patrons with most requests. Sometimes, however, it is important that patrons understand "who does what" if problems develop.

This unit introduces ESL students to "who does what," but concentrates on the three main categories of personnel listed above. The students' local libraries may use different titles for the jobs, so teachers should familiarize themselves with the local job names and check to make sure that the general information provided here is correct. The unit also emphasizes the kinds of questions one might ask or the help one might request of the employees who work in circulation, reference, and youth services. Although the vocabulary used is specific to libraries, the functional language and the grammatical structures used (such as WH Questions) have broad use.

This unit has several new activities for students. One is a card game which provides students with vocabulary and grammar practice in the context of job responsibilities at the library. The other is a JIGSAW reading activity. Students must work together to help each other learn the content of the reading passage which describes job duties.

COMPETENCIES FOR THIS UNIT

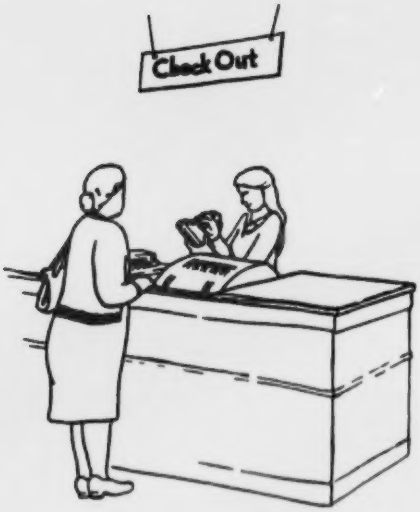
Students will be able to:

1. identify three major personnel categories of employees in libraries -- circulation, adult/reference services, and children's or youth services.
2. describe the patron services associated with each of the areas listed above.
3. ask appropriate questions of employees who work in the three areas listed above.
4. solve problems related to services in the three areas listed above.

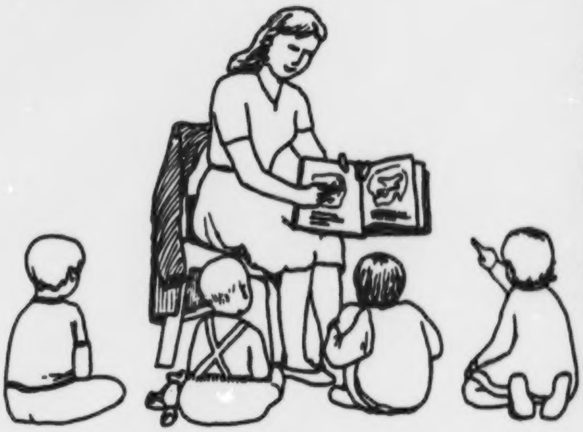
EMPLOYEES OF THE LIBRARY: DISCUSSION ACTIVITY #1

Directions: Talk about the pictures.

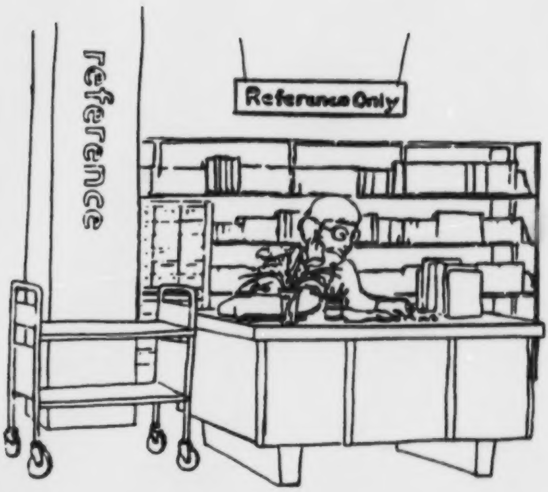
Circulation Clerk



Children's/Youth Services Librarian



Adult/Reference Services Librarian


reference
Reference Only

EMPLOYEES OF THE LIBRARY: READING PASSAGE #1

TEACHER NOTES

The reading passage which follows may be presented to students in the same way as other reading passages or as a JIGSAW activity. JIGSAW is a cooperative learning structure which is appropriate for presenting new information in a written format, that is, it is a reading activity. Follow these steps:

1) Divide the number of students in your class by three.

2) Duplicate the three sections of the reading passage on three different colors of paper so that there are sufficient numbers of papers for all students. The sections are labeled **A, B,** and **C.** Thus, one third of the class will be working with Passage A, one third with Passage B, and one third with Passage C.

3) Assign students to "Home Teams." Each "Home Team" should have five or six students on it.

4) Distribute the reading passages to the home teams. The first student on the team gets Passage A, the second Passage B, the third Passage C, the fourth Passage A and so on. If you have a small class, there should be at least an A, B, and C on each team.

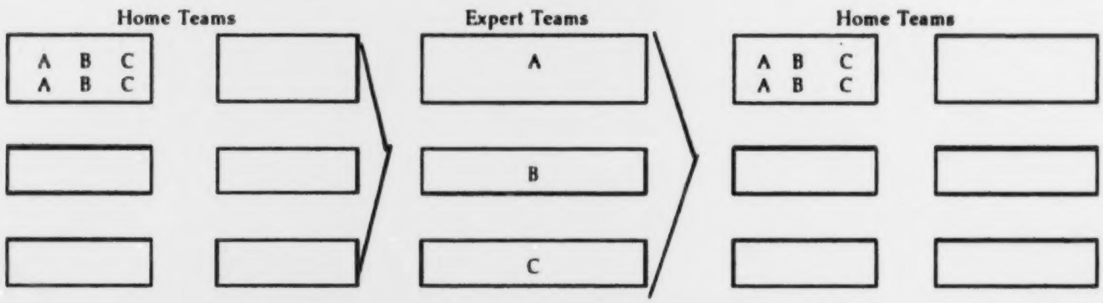
5) Ask the students to read their passages silently. Then tell the students that they are to move to "Expert Teams." You need to designate three areas in the class for the "Expert Teams"- one for Team A, one for Team B, and one for Team C. Students move to the Expert Team that corresponds to the letter on their reading passage.

6) Each "Expert Team" will be given questions to answer about its reading passage. Give the teams enough time to reread their passages, if necessary, and to discuss the questions. This may take 10-15 minutes.

7) When each "Expert Team" has completed its questions, ask the students to return to their "Home Teams." The "Home Teams" will then pool their information to answer another set of questions about the reading passage.

8) After all questions have been answered by the "Home Teams", the activity is over. (Optional: students can individually complete the comprehension check which follows the reading passage.)

JIGSAW DIAGRAM



EMPLOYEES OF THE LIBRARY: READING PASSAGE #1

Many people work at libraries. Some people are librarians and some are not. Librarians have college or university degrees in Library Science. Some librarians have a Master's Degree (M.S.). Some have a Bachelor's Degree (B.S.). Some employees in the library have an Associate's Degree from a two year college. But there are other jobs in libraries too. Not every library employee has a degree or special training in Library Science. Read about three people and their jobs in a library.

Martha is a Circulation Clerk. She works at the Circulation Desk at the library. She has a high school diploma. She is taking classes in Library Science at the local community college because she wants to learn more about libraries.

Martha likes her job. She also likes to work with people. At the Circulation Desk she helps many people every day. When library patrons have questions, they usually ask Martha. Martha is happy to help them.

Martha does many different things at the Circulation Desk. She helps people who apply for library cards. She checks out books and other materials. She answers questions and tells people whom to ask for help. When people have to pay fines for overdue materials, they give the money to Martha. When people want to put books on hold or to get books from other libraries, they also talk to Martha. Martha is the first person people see when they come to the library. She is the last person people see when they leave.

Lynn is a Children's Librarian. She has a Master's Degree in Library Science. Lynn is responsible for all of the library's services for children from preschool through high school. She has several assistants who help her to do her job.

Lynn chooses the library books for children. She has to know about new books, and she has to know what kinds of books children like. Lynn reads to preschool children at the library's "story hour." She visits the elementary and middle schools to talk about reading and special programs at the library. Lynn plans the summer reading program for children. She also invites storytellers and authors of books to the library for special programs.

Many children go to the library to work on school projects. Lynn helps them find the books and other materials they need. Lynn also tells teachers about the books and materials the library has on special topics. For example, if all of the children in fifth grade have to learn about stars, Lynn will give them a list of the library's books about stars.

Lynn loves her job. She loves working with children, and she loves to read. She wants children to love to read too.

Joe is a Reference Librarian. He has a Master's Degree in Library Science. He is responsible for Adult Reference Services at the Library. Joe selects the adult books for the library to buy: fiction, non-fiction, and reference. Joe has to know what subjects people are interested in so the library can buy the materials people want.

People ask Joe hundreds of questions every week. He doesn't know the answers to all of their questions, but he knows where to find the answers. Here are some of the questions people ask Joe:

"Where can I find a recipe for low-fat potato soup?"
"What is the address of Mobil Oil?"
"Who wrote the song *America the Beautiful*?
"How many people do volunteer work in the United States?"

Sometimes Joe knows exactly where to find the answer to a question. But other times he has to spend a lot of time looking for the answer. If people call on the telephone with questions, Joe calls them back when he has the answer. Joe always helps the people in the library before he helps the people on the phone.

The next time you go to the library, watch the people who work there. What are they doing? Are they doing any of the things you just read about?

EMPLOYEES OF THE LIBRARY: JIGSAW PASSAGE #1

EXPERT TEAM A

Many people work at libraries. Some people are librarians and some are not. Librarians have college or university degrees in Library Science. Some librarians have a Master's Degree (M.S.). Some have a Bachelor's Degree (B.S.). Some employees in the library have an Associate's Degree from a two year college. But there are other jobs in libraries too. Not every library employee has a degree or special training in Library Science. Read about three people and their jobs in a library.

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The next time you go to the library, watch the people who work there. What are they doing? Are they doing any of the things you just read about?

EMPLOYEES OF THE LIBRARY: JIGSAW PASSAGE #1

EXPERT TEAM B

Many people work at libraries. Some people are librarians and some are not. Librarians have college or university degrees in Library Science. Some librarians have a Master's Degree (M.S.). Some have a Bachelor's Degree (B.S.). Some employees in the library have an Associate Degree from a two year college. But there are other jobs in libraries too. Not everyone who works in a library has a degree or special training in Library Science. Read about three people and their jobs in a library.

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Many children go to the library to work on school projects. Lynn helps them find the books and other materials they need. Lynn also tells teachers about the books and materials the library has on special topics. For example, if all of the children in fifth grade have to learn about stars, Lynn will give them a list of the library's books about stars.

Lynn loves her job. She loves working with children, and she loves to read. She wants children to love to read too.

The next time you go to the library, watch the people who work there. What are they doing? Are they doing any of the things you just read about?

EXPERT TEAM C

Many people work at libraries. Some people are librarians and some are not. Librarians have college or university degrees in Library Science. Some librarians have a Master's Degree (M.S.). Some have a Bachelor's Degree (B.S.). Some employees in the library have an Associate Degree from a two year college. But there are other jobs in libraries too. Not everyone who works in a library has a degree or special training in Library Science. Read about three people and their jobs in a library.

Joe is a Reference Librarian. He has a Master's Degree in Library Science. He is responsible for Adult/Reference Services at the Library. Joe selects the adult books for the library to buy: fiction, non-fiction, and reference. Joe has to know what subjects people are interested in so the library can buy the materials people want.

People ask Joe hundreds of questions every week. He doesn't know the answers to all of their questions, but he knows where to find the answers. Here are some of the questions people ask Joe:

"Where can I find a recipe for low-fat potato soup?"
"What is the address of Mobil Oil?"
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"How many people do volunteer work in the United States?"

Sometimes Joe knows exactly where to find the answer to a question. But other times he has to spend a lot of time looking for the answer. If people call on the telephone with questions, Joe calls them back when he has the answer. Joe always helps the people in the library before he helps the people on the phone.

The next time you go to the library, watch the people who work there. What are they doing? Are they doing any of the things you just read about?

EMPLOYEES OF THE LIBRARY: READING PASSAGE #1, QUESTIONS FOR EXPERT TEAMS

TEACHER NOTES: Duplicate this page and cut into three parts--one part for each expert team.

EXPERT TEAM A

1) What education does Martha have?

2) What does Martha do at the Circulation desk?

3) What are some job qualifications for a Circulation Clerk?

EXPERT TEAM B

1) What education does Lynn have?

2) What does Lynn do?

3) What are some job qualifications for a Children's Librarian?

EXPERT TEAM C

1) What education does Joe have?

2) What does Joe do?

3) What are some job qualifications for a Reference Librarian?

EMPLOYEES OF THE LIBRARY: READING PASSAGE #1, QUESTIONS FOR HOME TEAMS

1. What does a Circulation Clerk do? ______________________________

____

2. What does a Children's Librarian do? ______________________________

____

3. What does a Reference Librarian do? ______________________________

____

4. What kind of education do you need to do these jobs?:

Circulation Clerk: ______________________________

Children's Librarian: ______________________________

Reference Librarian: ______________________________

5. Write a question to ask each person below:

Circulation Clerk: ______________________________

____

Children's Librarian: ______________________________

____

Reference Librarian: ______________________________

____

EMPLOYEES OF THE LIBRARY: DISCUSSION ACTIVITY #2

Directions: Read these questions people often ask at the library. Work with a partner to decide together which questions are for the Circulation Clerk, which questions are for the Children's Librarian, and which questions are for the Adult Librarian. Write each question under the correct person. Check your answers with the class.

What are the symptoms for chicken pox?
Where are the books with science experiments for children?
How long can I keep this video?
Do you know where I can find citizenship information?
How much do I owe for these overdue books?
What are some good books for five year olds?
What is the address of the Ford Motor Company?
How do I renew my library card?
How many children go to story hour?

CIRCULATION CLERK

1. ______________________________

2. ______________________________

3. ______________________________

CHILDREN'S/YOUTH SERVICES LIBRARIAN

1. ______________________________

2. ______________________________

3. ______________________________

ADULT/REFERENCE SERVICES LIBRARIAN

1. ______________________________

2. ______________________________

3. ______________________________

EMPLOYEES OF THE LIBRARY: LANGUAGE ACTIVITY #1

Directions for Teachers:

1) Duplicate the situation and question cards (pages 36 and 37) on card stock. Use a different color for the two kinds of cards. Make one set for every four students in your class.

2) Cut the cards on the lines. You will have 12 cards in each set. Shuffle the cards so they are not in their original order.

3) Duplicate the student directions.

4) Distribute the two sets of cards and the instructions to each group of four students.

5) Demonstrate the instructions so students know what to do.

****

****

Directions for Students: Read the instructions carefully before you begin. Ask your teacher if you don't know what to do.

1) You have two sets of cards. Each set has 12 cards. One set of cards has things people do at the library (situations.) The other set of cards has questions people ask.

2) Take turns reading the cards aloud. Read both sets.

3) Work together. Match the situation cards with the question cards. Take turns reading the words aloud again.

4) Check your answers with your teacher.

5) Put each set of cards together again. Make sure all the cards in each set are the same color. Shuffle the cards. Put the cards in two piles with the words face down so you can't see the words.

6) One student picks up a situation card and reads it aloud. Another student picks a question card and reads it aloud. The other two students decide if the two cards match. Take turns so all students ask and answer the questions. Go through all the cards. Mix up the cards again and put them in two piles.

7) Use the situation cards only. One students picks a card and reads it aloud. Then the student picks another student to ask the correct question for the situation. Go through the set. Then do the same thing with the question cards. One student picks a question card and another student says the correct situation for the question.

APPLY FOR A LIBRARY CARD	*RENEW A LIBRARY CARD*
CHECK OUT A BOOK	PAY AN OVERDUE FINE
PUT A BOOK ON "HOLD"	REQUEST A BOOK FROM ANOTHER LIBRARY
SIGN UP FOR A BOOK DISCUSSION	ASK FOR A MAGAZINE FROM 1992
ASK WHERE TO FIND THE COOKBOOKS	ASK TO USE A MEETING ROOM
ASK TO USE A TYPEWRITER	ASK ABOUT A JOB AT THE LIBRARY

How do I apply for a library card?

How long can I keep these books?

Can I put my name on the list to check out this book?

Can I register for the reading workshop for parents?

Where are the cookbooks?

How long can I use the typewriter?

What do I have to do to renew my library card?

How much do I owe?

Can I get this book from another library?

Do you have the March 1992 issue of Consumer Reports magazine?

How do I reserve a meeting room?

Do you have any job openings?

EMPLOYEES OF THE LIBRARY: PROBLEM-POSING CONVERSATION #1

Problem-Posing Issue: What do you do when you know you have returned books, but the library says you haven't?

Directions: Read the conversation below silently or listen to your teacher read it aloud. Then discuss the problem with a small group or the class.

Nacha is at the Circulation Desk of the library. She has three books she wants to check out. Nacha gives the books to the clerk. Then the clerk asks Nacha for her library card. The clerk reads the number on Nacha's card with the computer scanner.

Clerk: I'm sorry, but you can't check out three books.

Nacha: Why not?

Clerk: You have some overdue books. You must return the overdue books and pay the fine before you can check out more books.

Nacha: I don't have any overdue books. What are the books?

Clerk: One is *Tom Sawyer* and the other is *The Pearl.*

Nacha: I'm sure I don't have those books. I returned them last week.

Clerk: I don't know what to say.

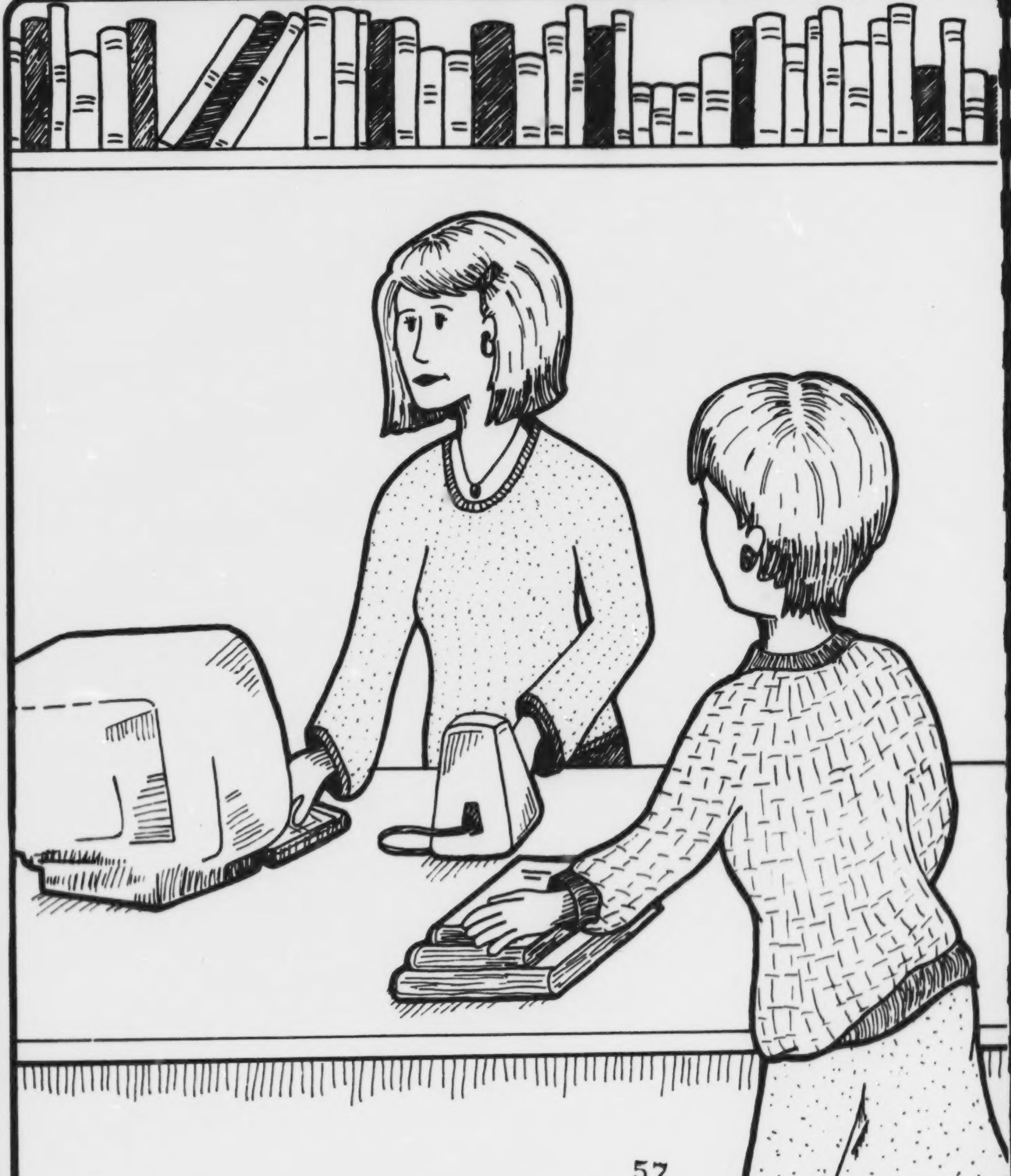
Nacha: I know I returned those books.

Clerk: Maybe you should go home and check again, and I'll check the shelves for the books.

Nacha: No. I am positive I returned those books.

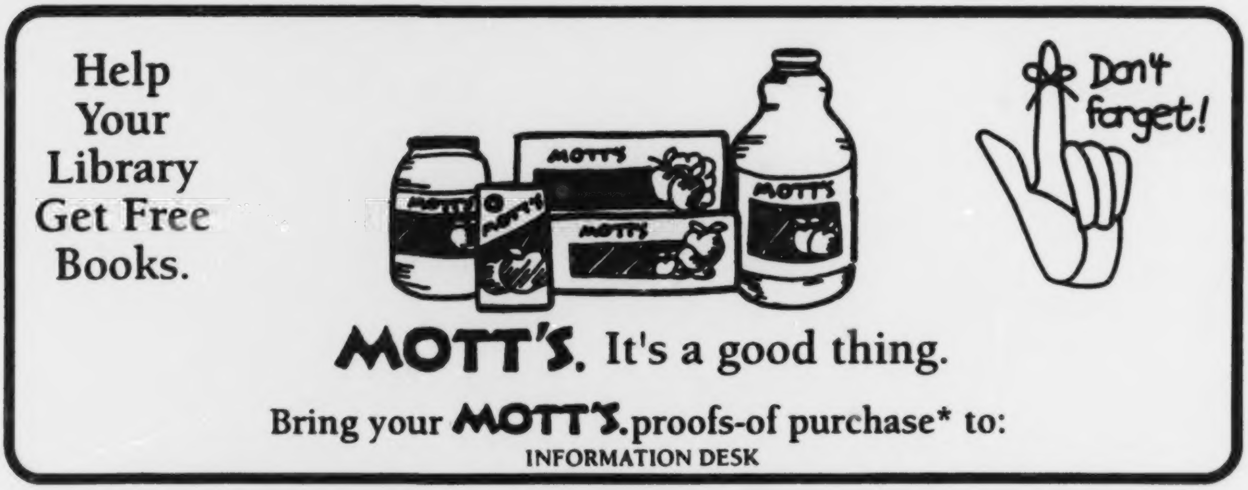
1. Who are the people in the conversation? What does Nacha want? What does the clerk say?
2. How does Nacha feel? How does the clerk feel?
3. Have you ever had a problem like this? How did you feel? What did you do?
4. Why does the clerk refuse to check out the books for Nacha? Why does Nacha refuse to go home and check for the books? Would this happen in your country? How would you deal with this problem in your native country?
5. What can Nacha do about this problem? Who can help Nacha with this problem? What would you do about this problem? What would happen if you did this?

EMPLOYEES OF THE LIBRARY: PROBLEM-POSING PICTURE #1



EMPLOYEES OF THE LIBRARY: PROBLEM-POSING PICTURE # 2

Directions: Talk about this picture.



Help
Your
Library
Get Free
Books.

MOTT'S. It's a good thing.

Bring your **MOTT'S.** proofs-of purchase* to:
INFORMATION DESK

1. What do you see in the picture? What is Mott's? What's in the jars, bottles, and packages? Why does the finger have a string around it? What are proofs of purchase?
2. Why does the library need free books? Why does Mott's want to help the library?
3. Have you ever seen anything like this before? How do you feel about it?
4. Why does the library have this problem? In your native country would this be a problem?
5. What are other ways the library can get more books? Is there anything you can do about this?

EMPLOYEES OF THE LIBRARY: DISCUSSION ACTIVITY #3

Many Reference Librarians answer hundreds of questions every week. It is easy to find the answers to some questions. But other questions are difficult, and it takes time to find the answers to the difficult questions.

Directions: Work with a small group. Write some questions to ask a Reference Librarian. Then decide together if the questions will be easy or difficult to answer. Share your answers with the rest of the class.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Optional: Go to the library and try to find the answers to one or more of your group's questions.

EMPLOYEES OF THE LIBRARY: DISCUSSION ACTIVITY #4a

PARTNER WORK: PARTNER A

Circulation, Youth Services, and Adult/Reference Services are three departments in libraries. But most libraries have more than three departments and many employees.

Directions: Work with a partner. One person looks at this page only. The other person looks at the page for Partner B only. Ask each other questions about these jobs in a library. Fill in the chart below.

Examples: A: What does a circulation clerk do?
B: A circulation clerk checks out library materials.
OR
A: Who puts materials away?
B: A circulation page puts materials away.

JOBS	THINGS PEOPLE DO
Circulation Clerk	
	returns materials/puts material away
Reference Librarian	selects adult books for the library
Technical Services Librarian	fixes damaged books
	plans special reading programs for school children
Custodian	cleans the library
Secretary	
Administrative Librarian	supervises employees

EMPLOYEES OF THE LIBRARY: DISCUSSION ACTIVITY #4a

PARTNER WORK: PARTNER B

Circulation, Youth Services, and Adult/Reference Services are three departments in libraries. But most libraries have more than three departments and many employees.

Directions: Work with a partner. One person looks at this page only. The other person looks at the page for Partner A only. Ask each other questions about these jobs in a library. Fill in the chart below.

Examples: A: What does a reference librarian do?
B: A reference librarian selects adult books for the library.
OR
A: Who fixes damaged books?
B: A technical services librarian fixes damaged books.

JOBS	THINGS PEOPLE DO
Circulation Clerk	checks out library materials
Circulation Page	returns materials/puts material away
Reference Librarian	
	fixes damaged books
Youth Services Librarian	plans special reading programs for school children
Custodian	
Secretary	types letters
	supervises employees

EMPLOYEES OF THE LIBRARY: DISCUSSION ACTIVITY #5

Directions: Read this list of library jobs with a partner. Select two jobs that interest you. Write three questions to ask about these jobs on the lines below. Then share your questions with the rest of the class.

Circulation Desk
Circulation Page
Reference Librarian
Technical Services Librarian
Youth Services Librarian
Custodian
Secretary
Administrative Librarian

Job: ____________________

Questions:

1. ____________________
2. ____________________
3. ____________________

Job:

Questions:

1. ____________________
2. ____________________
3. ____________________

Optional: Go to your local library. Interview two people with the jobs you and your partner selected. Explain you are doing an assignment for your English class. Ask, "Does this library have these jobs?" Then ask, "May I ask two employees three questions about their jobs?" Write the answers on your own paper. Share your answers with the class.

ASKING FOR HELP AT THE LIBRARY: TEACHER NOTES

The purpose of this unit is to provide ESL students who are potential (and perhaps actual) library patrons with opportunities to practice functional language related to requesting assistance at the library. Many ESL student patrons are reluctant to go to the library because their limited language skills prevent them from asking for help or from understanding what they are being told.

In a survey completed by ESL students in adult education classes at two community colleges and a high school, four questions were asked about the need for assistance at the library. The first question was, "Do you need help to use the library?" Not surprisingly, the overwhelming response was "Yes." The next question was, "Do you ask for help from the people who work in the library?" Predictably, intermediate and advanced level students answered "Yes" more often than beginning level students. When students were asked, "If you don't ask for help, what is the reason?" the most frequent response was, "I am afraid to talk." The fourth question queried students about the kinds of help they needed; responses varied from information about services to location of materials to recommendations for easy to read books. The students' responses to the survey were used to develop this unit.

COMPETENCIES FOR THIS UNIT

Students will be able to:

1. request assistance for locating places and materials in the library.

2. request information to solve problems related to using the library.

POSSIBLE AUTHENTIC MATERIALS FROM INDIVIDUAL LIBRARIES AND COMMUNITIES.

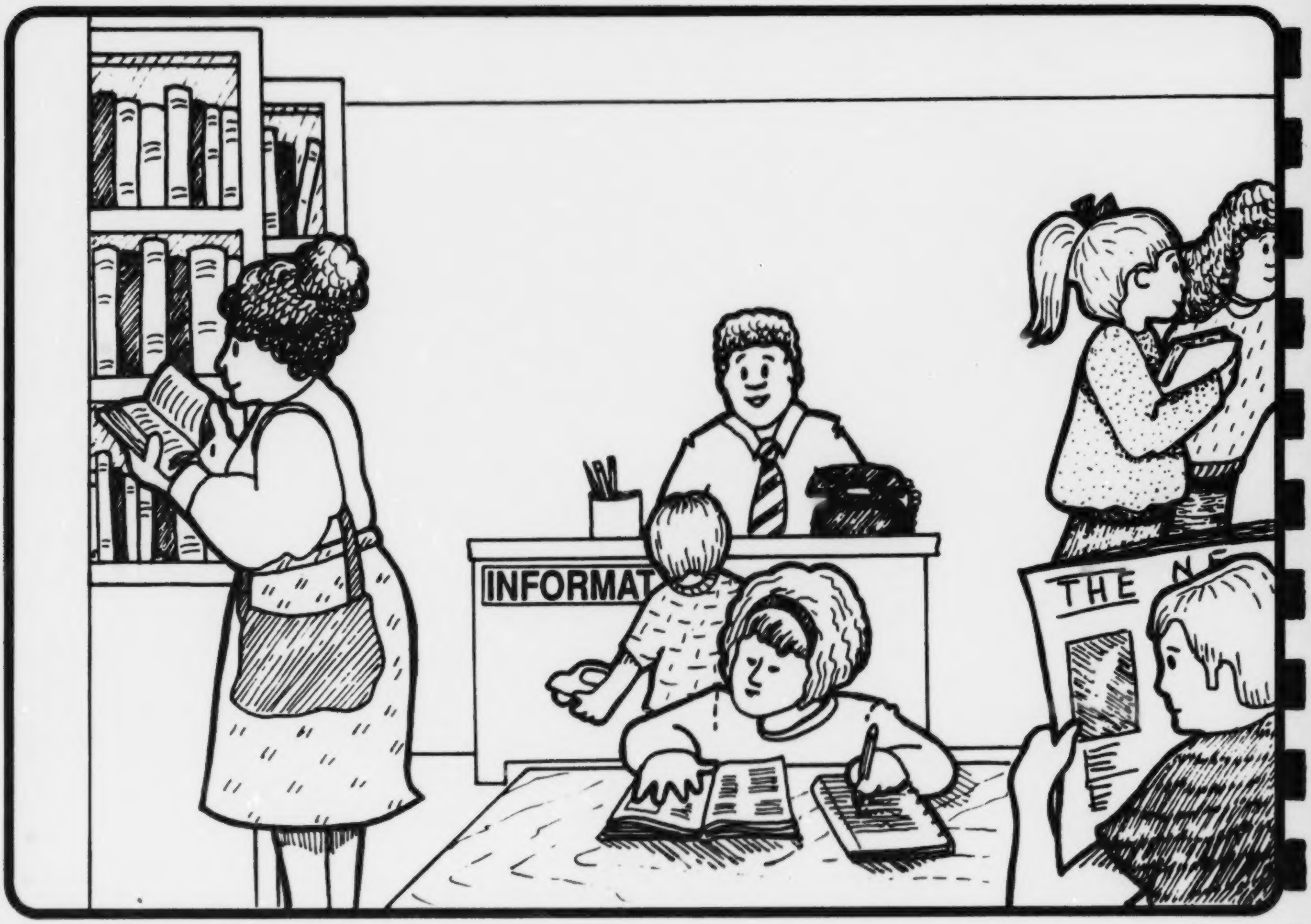
1. Floor plans of local libraries.

2. Library newsletters or flyers.

Samples of all of the above are provided in the suggested activities for this unit. Classroom practice with the above competencies prior to visiting the library will enable students to experience success when they apply what they have learned in class to new or similar situations.

ASKING FOR HELP AT THE LIBRARY: DISCUSSION ACTIVITY #1

Directions: Look at the picture below. Talk about what you see.



Answer these questions. Talk about your answers with the class.

1. Where are these people? ______________________________
2. What are they doing ? ______________________________
3. Who is the child talking to? ______________________________
4. What is he asking? ______________________________

ASKING FOR HELP AT THE LIBRARY: LANGUAGE ACTIVITY #1

Felix is at the library. He is going to Texas to visit relatives, and he wants to learn about Texas before he goes there. He asks for help at the Reference Desk.

Directions: Listen to your teacher read this conversation.

Librarian:	How can I help you?
Felix:	Where are the books about Texas?
Librarian:	What kind of books about Texas are you looking for?
Felix:	Travel books. I'm going on vacation to Texas.
Librarian:	Travel books are over there.
Felix:	Could you please show me?
Librarian:	Sure. Come with me.

Talk to a partner. Do you know other ways to ask for help? Think of two or three different ways to ask for help. Write them on the lines below.

WAYS TO ASK FOR HELP

Example: Can you help me?

1. ______________________________

2. ______________________________

3. ______________________________

Now share ways to ask for help with your classmates. Your teacher will write all the ways to ask for help on the board. Copy some of the different ways to ask for help on the lines below.

1. ______________________________

2. ______________________________

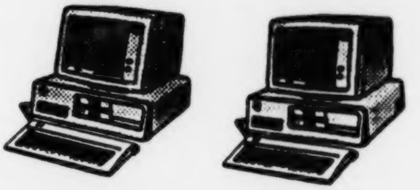
3. ______________________________

4. ______________________________

ASKING FOR HELP AT THE LIBRARY: LANGUAGE ACTIVITY #2

Ms. Porter's ESL class is at the library. The students are asking for help. Look at the pictures below. Write a question about each picture.

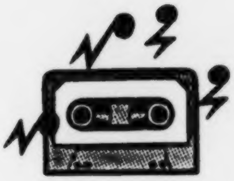
1.



Where are the

computers?

2.



____

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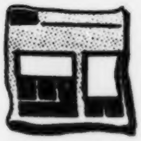
3.



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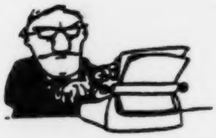
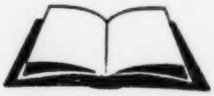
4.



____

____

5.



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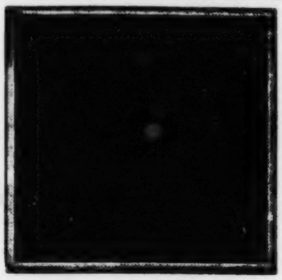
____

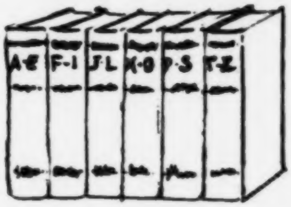
6.



____

____

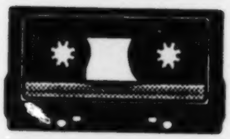
7.



____

____

8.



____

____

ASKING FOR HELP AT THE LIBRARY: VOCABULARY ACTIVITY #1
TEACHER NOTES

Establish the meaning of each word below by using realia (showing an authentic example of each to the class.)

1. puzzles & games
2. picture books
3. easy readers
4. juvenile books
5. elementary & junior high books
6. young adult books
7. paperbacks
8. fiction books
9. mysteries
10. adult non-fiction books
11. reference books
12. encyclopedias

Additional Vocabulary Activities:

1) As you pronounce each word, ask students to tell you how many syllables they hear (each vowel sound is a syllable).

2) Have pairs of students work together to alphabetize the words.

3) Have students take turns dictating the words to each other, saying either the words as a whole or spelling them.

ASKING FOR HELP AT THE LIBRARY: VOCABULARY ACTIVITY #1

Directions: Say these words after your teacher. Establish the meaning of each word by using realia (showing an example of each to the class.) (Optional: Write the meaning next to each word.)

1. puzzles & games
2. picture books
3. easy readers
4. juvenile books
5. elementary & junior high books
6. young adult books
7. paperbacks
8. fiction books
9. mysteries
10. adult non-fiction books
11. reference books
12. encyclopedias

ASKING FOR HELP AT THE LIBRARY: VOCABULARY ACTIVITY #2

Teacher Note: If possible bring a sample of each kind of book to class. Talk about the books and pass them around the class. Find out if any of the students have books like these in their homes. Ask those students to bring their books to class. Discuss the different kinds of books children and adults like to read.

Directions: Work with a partner. Match the words on the left with their meanings on the right.

Part A:

1.	Picture Books	_____	a.	books for children in grades 1-8
2.	Easy Readers	_____	b.	books for teenagers
3.	Juvenile Books	_____	c.	books for beginning readers
4.	Young Adult Books	_____	d.	books with not many words

- -

Directions: Work with a partner. Match the words on the left with their meanings on the right.

Part B:

1.	Paperbacks	_____	a.	books about real people, places, events, and things
2.	Fiction Books	_____	b.	books with facts from A-Z
3.	Mysteries	_____	c.	books with stories of poems
4.	Non-Fiction Books	_____	d.	books with soft covers
5.	Encyclopedias	_____	e.	stories about murders or crimes

ASKING FOR HELP AT THE LIBRARY: VOCABULARY ACTIVITY # 3

Teacher Note: See Vocabulary Activity #1 for additional ideas for activities.

Directions: Say these words after your teacher. (Optional: Write the meaning next to each word.)

1. reference and adult services
2. tape player
3. study area
4. vertical file
5. pamphlet file
6. computer catalog
7. phone books
8. pay phone
9. video cassettes
10. circulation desk
11. periodicals
12. magazines
13. restrooms
14. open stacks
15. closed stacks

ASKING FOR HELP IN THE LIBRARY: VOCABULARY ACTIVITY #4

Directions: Work with a partner. Match the words on the left with the sentences on the right. Write the correct letter on each line.

1.	Tape player	___	a.	Check out library materials here.
2.	Study Area	___	b.	Find pamphlets, flyers and brochures here.
3.	Vertical File	___	c.	Ask for help to find the answers to difficult questions here.
4.	Computer Catalog	___	d.	Use this if you want to know what books are in the library.
5.	Circulation Desk	___	e.	Help yourself to books on these shelves.
6.	Reference Services	___	f.	Use this to listen to audio cassettes.
7.	Open Stacks	___	g.	Be very quiet here.

ASKING FOR HELP IN THE LIBRARY: VOCABULARY ACTIVITY #5a

PARTNER WORK: PARTNER A

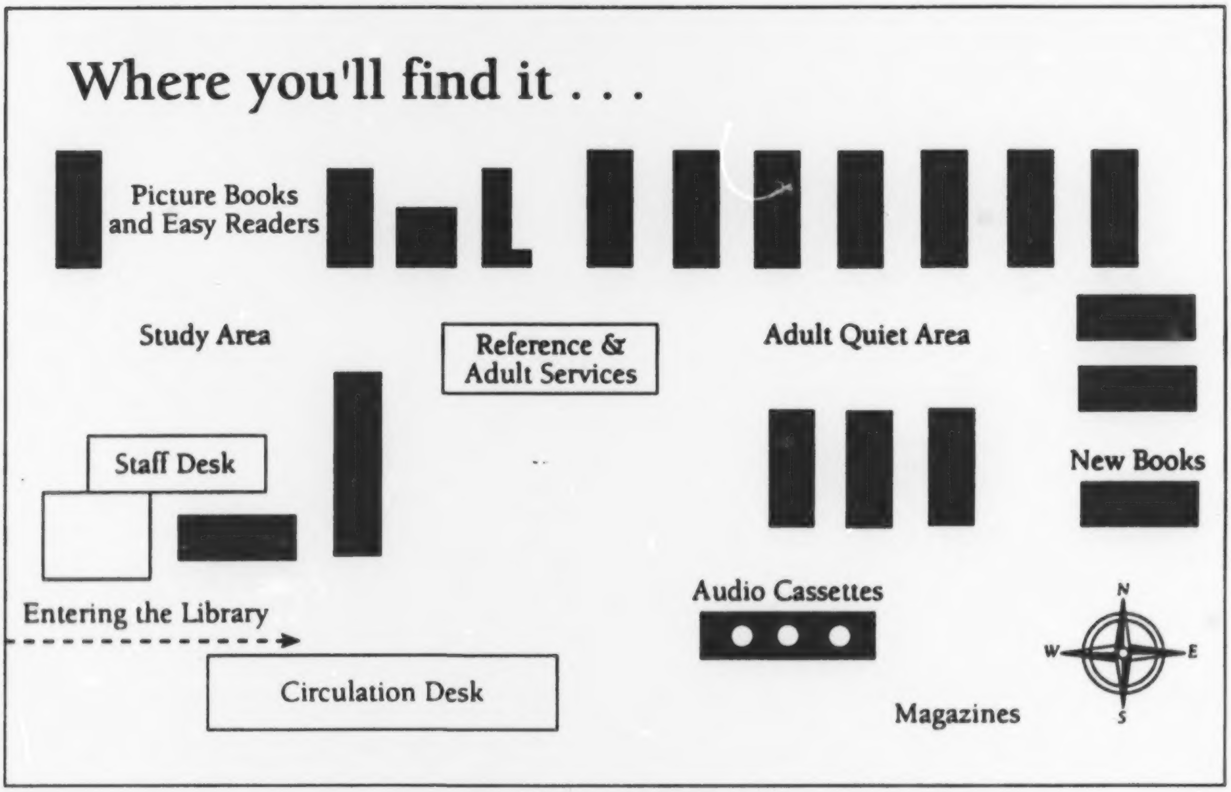
How do you ask for help when you don't know where things are?

Work with a partner. One person looks at this page only. The other person looks only at the page for Partner B. Ask your partner for directions to locate the things below. Then write the words in the correct places on your map.

Browsing Area
Videos
Encyclopedias
Mysteries
Juvenile Books
Vertical File
On-Line Catalog

Example:
A: Excuse me. Can you please tell me where the Browsing Area is?
B: It's in the southeast corner of the library.

A: Pardon me. Can you tell me where the videos are?
B: They're in front of the staff desk.


Where you'll find it . . .
Picture Books and Easy Readers
Study Area
Reference & Adult Services
Adult Quiet Area
Staff Desk
New Books
Audio Cassettes
Entering the Library
Circulation Desk
Magazines
N
W
E
S

ASKING FOR HELP IN THE LIBRARY: VOCABULARY ACTIVITY #5b

PARTNER WORK: PARTNER B

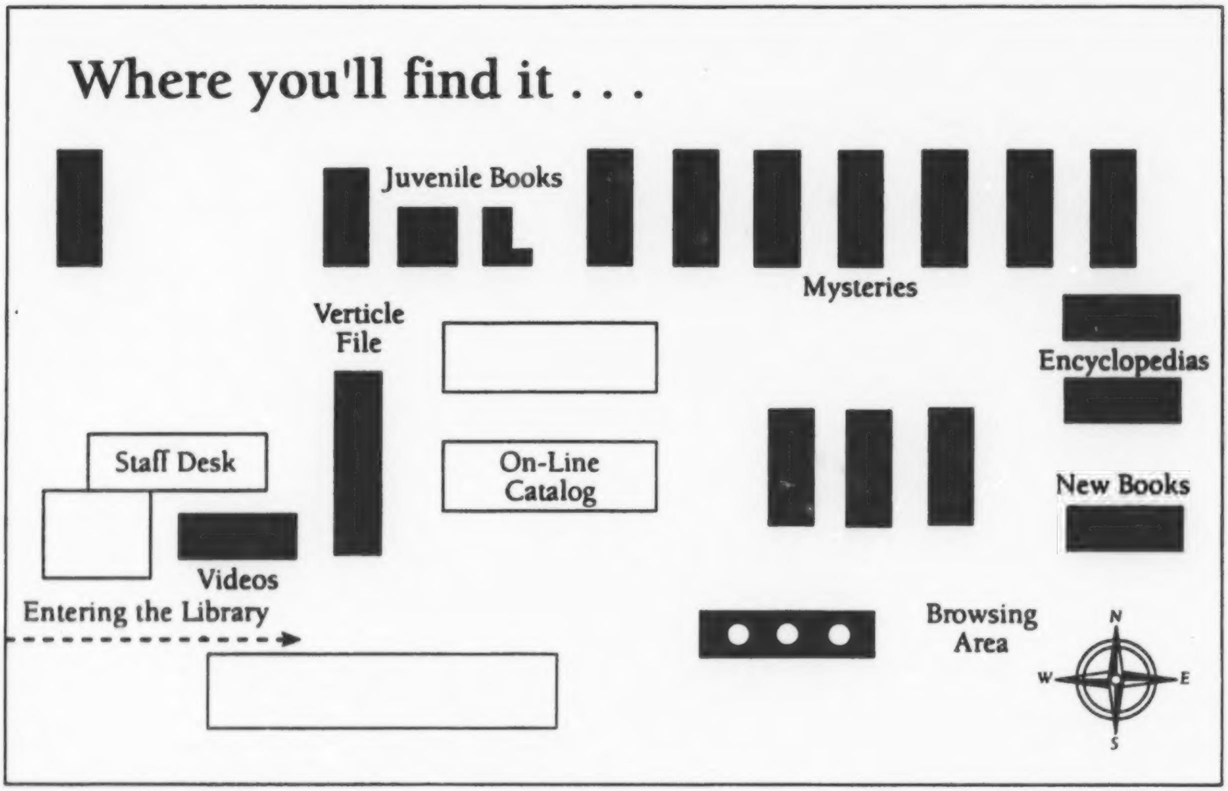
How do you ask for help when you don't know where things are?

Work with a partner. One person looks at this page only. The other person looks at the page for Partner A only. Ask your partner for directions to locate the things below. Then write the words in the correct places on your map.

Study Area
Picture Books
Circulation Desk
Magazines
Quiet Area
References and Adult Services
Audio Cassettes

Examples: B: Excuse me. Can you please tell me where the Study Area is?
A: It's behind the Staff Desk.

B: Pardon me. Can you tell me where the Picture Books are?
A: They're in the northwest corner of the library.


Where you'll find it . . .
Juvenile Books
Mysteries
Verticle File
Encyclopedias
Staff Desk
On-Line Catalog
New Books
Videos
Entering the Library
Browsing Area
N
W
E
S

ASKING FOR HELP IN THE LIBRARY: VOCABULARY ACTIVITY #6a

PARTNER WORK: PARTNER A

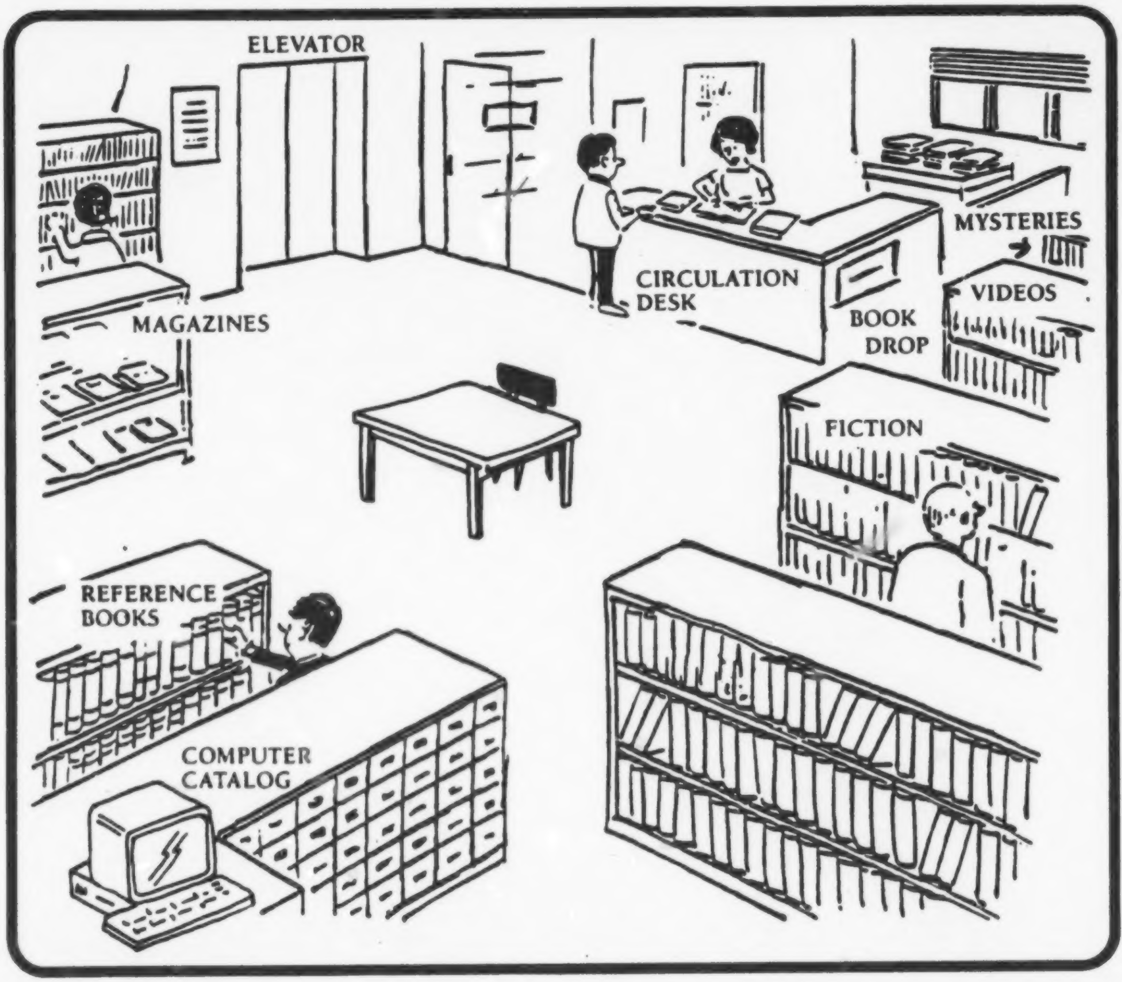
Where can you find things in the library?

Work with a partner. One person looks at this page only. The other person looks at the page for Partner B only. Ask your partner **where** to find the things below. Then write the words on your map.

PAPERBACKS CARD CATALOG CHILDREN'S SECTION

STUDY AREA NON-FICTION BOOKS

Example: A: Where are the paperbacks?
B: They're to the left of the elevator.


ELEVATOR
MAGAZINES
CIRCULATION DESK
BOOK DROP
MYSTERIES
VIDEOS
FICTION
REFERENCE BOOKS
COMPUTER CATALOG

ASKING FOR HELP IN THE LIBRARY: VOCABULARY ACTIVITY #6b

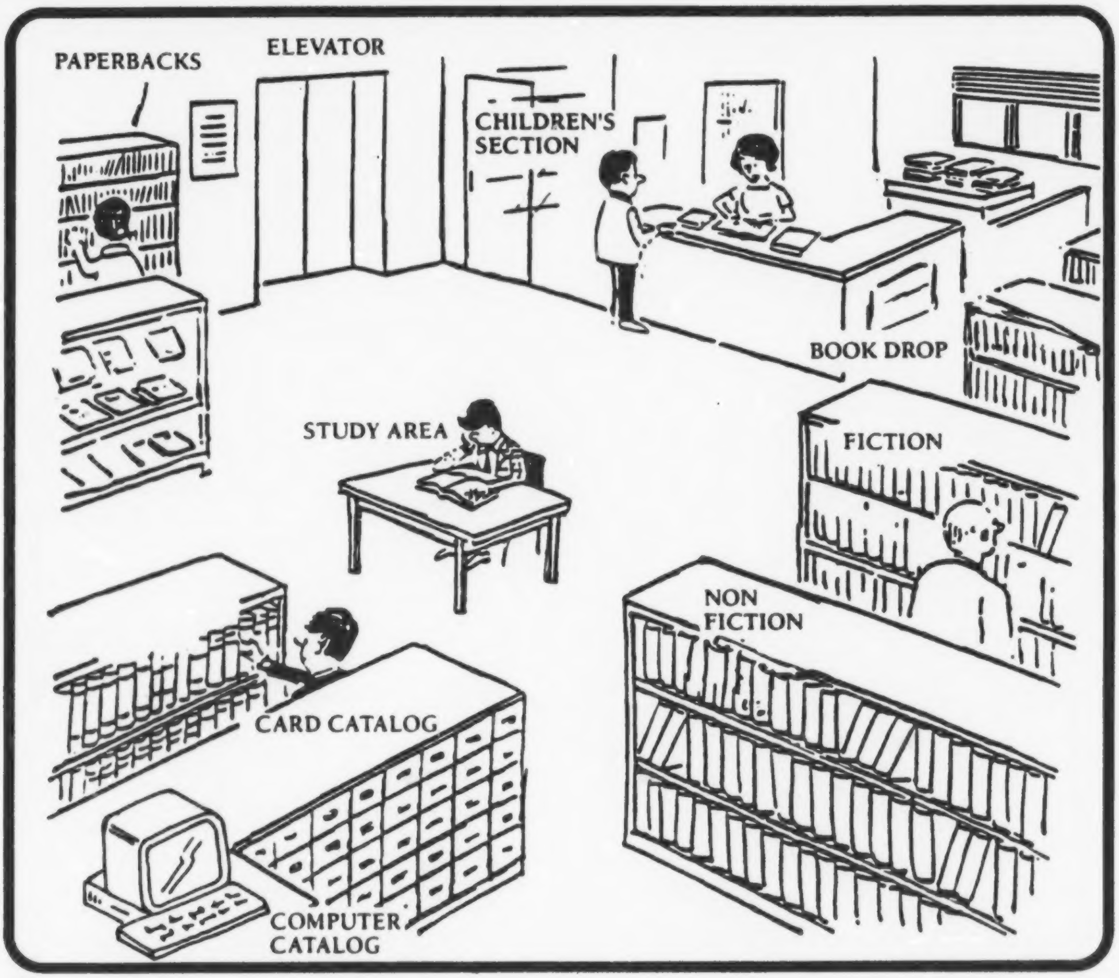
PARTNER WORK: PARTNER B

Work with a partner. One person looks at this page only. The other person looks at the page for Partner A only. Ask your partner **where** to find the things below. Then write the words on your map.

MAGAZINES CIRCULATION DESK MYSTERIES

VIDEO CASSETTES REFERENCE BOOKS

Example: A: Where are the magazines?
B: They're near the elevator.


PAPERBACKS
ELEVATOR
CHILDREN'S SECTION
BOOK DROP
STUDY AREA
FICTION
NON FICTION
CARD CATALOG
COMPUTER CATALOG

ASKING FOR HELP AT THE LIBRARY: PROBLEM-POSING STORY #1

Problem-Posing Issue: What happens when you ask a question, but you can't understand the answer?

Jolanta is from Poland. She came to the United States five months ago. She was a nurse in Poland. She wants to be a nurse in the United States too. Jolanta studies everyday for the tests to be a nurse. She studies in the morning, in the afternoon, and in the evening. She always studies in her apartment. Jolanta stays in her apartment day and night.

Jolanta has a friend, Marie. Marie is worried about Jolanta. She thinks it is bad for Jolanta to study all day and all night. She thinks Jolanta should leave her apartment sometimes. So Marie tells Jolanta to go to the library to study.

Marie says to Jolanta, "You should go to the library to study. You can walk to the library. The fresh air and the exercise will be good for you!"

Jolanta listens to her friend Marie. She goes to the library to study at 4:00 p.m. Jolanta is very surprised. There are many children in the library. They are talking and laughing. Jolanta cannot study. She is very unhappy.

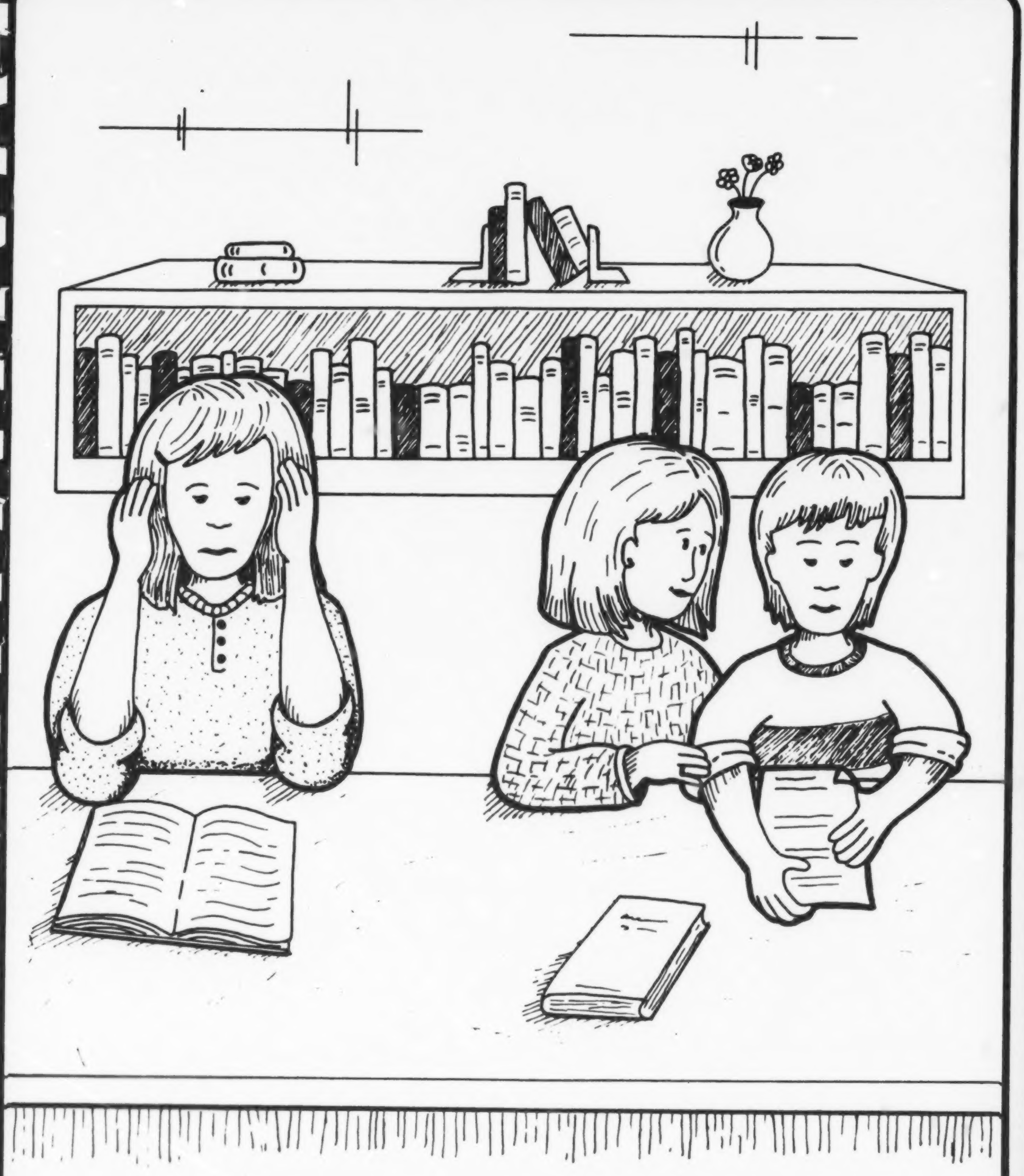
Finally, Jolanta goes to the Circulation Desk. She says, " I cannot study. It is very noisy. What can I do?" The clerk answers, " I'm sorry you're upset, but it's always very busy here after school. Why don't you go to the Adult Browsing Section? There should be less noise and fewer distractions over there."

Jolanta is very confused. She says, " Pardon me. I don't understand. Can you repeat that?" The clerk smiles and says the same thing again. Jolanta stands there.

Directions: Work with a small group. Discuss these questions. Then share your answers with the rest of the class.

1. Who are the people? Where are they? What are they doing?
2. How does Jolanta feel? Why does she feel that way? What is she doing?
3. Have you ever felt like this? What did you do?
4. Why does Jolanta have this problem? Would this be a problem in your native country?
5. What can Jolanta do? What would you do?

ASKING FOR HELP AT THE LIBRARY: PROBLEM-POSING PICTURE #1



ASKING FOR HELP AT THE LIBRARY: PROBLEM-POSING STORY #2

Problem-Posing Issue: What can you do if the library closes before you finish your work?

It is Sunday afternoon and Gennaro is at the library. He is looking for a new job so he is reading the Sunday newspapers. The Sunday newspapers always have a lot of ads for jobs. Gennaro finds some ads for jobs in the newspaper. He goes to the copy machine to make copies of the ads.

There is a line in front of the copy machine. Two children are in front of Gennaro. They are copying pages from a book. They are copying many pages.

It is 3:50 p.m. The library closes at 4:00 p.m. on Sunday. Gennaro wants to make copies of the newspaper ads before the library closes. He wants to find out about the jobs on Monday morning. Finally the children leave.

Now it is 3:55 p.m. The library is going to close in five minutes. Gennaro puts $.25 in the copy machine. He pushes the START button. Nothing happens. Then Gennaro presses the COIN RETURN button. Nothing happens. He puts another $.25 in the machine. Again nothing happens. Gennaro pushes every button on the machine. Nothing happens.

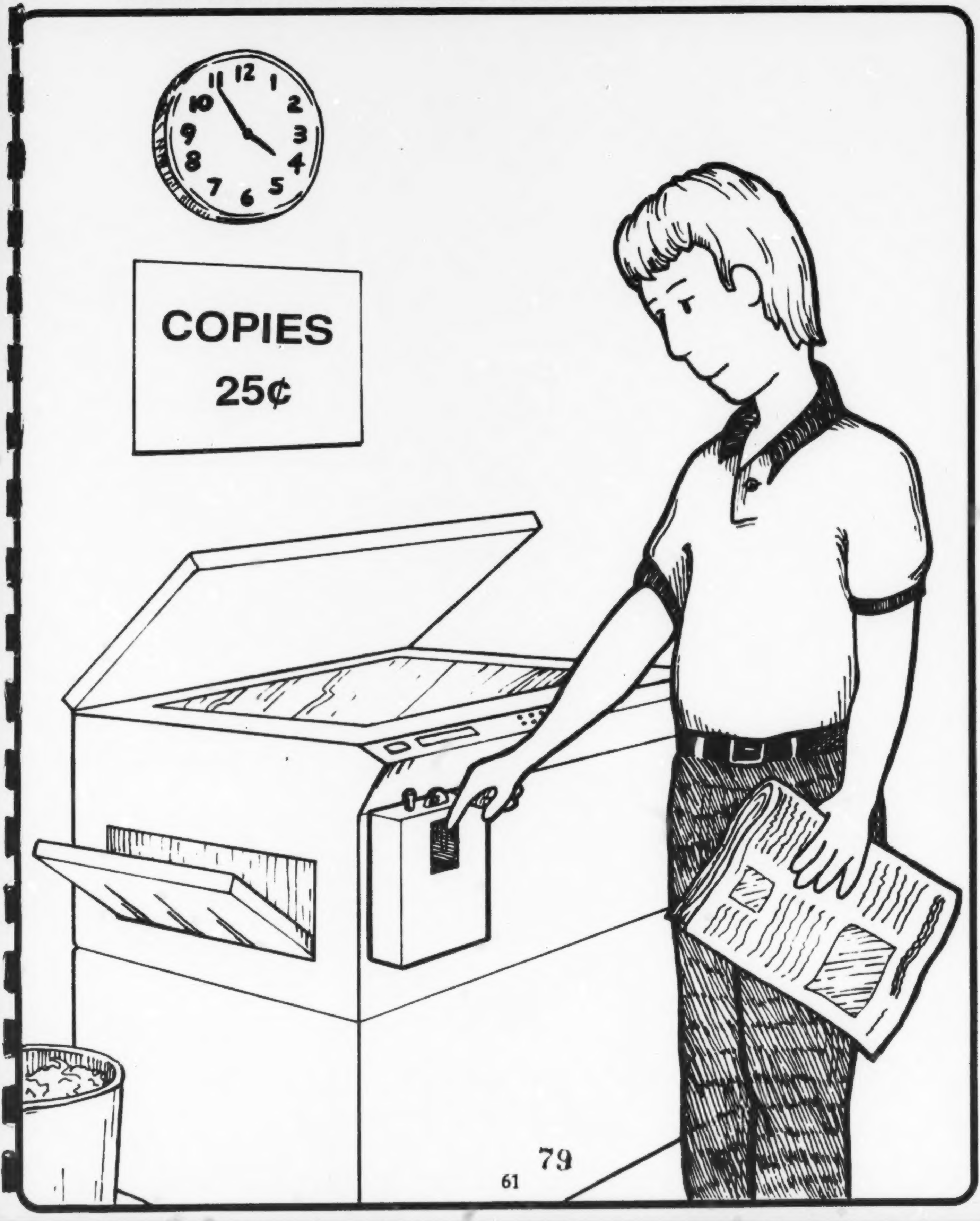
A library clerk walks up to Gennaro. She says, " Excuse me, sir. The library is closing. You have to leave now." Gennaro says, "I can't leave. I must copy this paper. The machine has my money. Can you give me change?"

The clerk answers, " No sir. You must leave the library now. Please come back tomorrow. You can use the copy machine tomorrow."

Directions: Work with a small group. Discuss these questions. Then share your answers with the rest of the class.

1. Who are the people? Where are they? What are they doing?
2. How does Gennaro feel? Why does he feel this way? What is Gennaro feeling?
3. Have you ever had a problem like this? What did you do?
4. Why does Gennaro have this problem? Would this be a problem in your native country?
5. What can Gennaro do? What would you do?

ASKING FOR HELP AT THE LIBRARY: PROBLEM-POSING PICTURE #2



ASKING FOR HELP AT THE LIBRARY: BINGO

Directions for the teacher: The purpose of this activity is to provide additional practice with the vocabulary that has already been introduced in this unit. Bingo is a culminating activity, not an initial one.

1) Preparation of the Bingo Cards: Give each student a blank bingo grid (see the next page). Have each student write the following 24 items in random order onto the bingo grid. (For lower level students, have them copy the words from the board. For higher level students, dictate the words.)

Fiction Books
Puzzles
Magazines
Video Cassettes
Easy Readers
Picture Books
Vertical File
Computer Catalog
Computers
Study Area
Circulation Desk
Encyclopedias
Compact Disks
Reference Books
Typewriters
Newspapers
Mysteries
Non-Fiction Books
Audio Cassettes
Juvenile Books
Tape Player
Pamphlet
Open Stacks
Paperbacks

2) Giving the Bingo Cues: For very low level students, show pictures of the items above (if possible) or bring in actual objects (realia) and have the students place markers on the corresponding squares. For higher level students, describe or define the words (see examples below). Students then place markers on the corresponding squares.

Examples: People buy, rent, or borrow these to watch movies at home. (video cassettes)

These books have facts in alphabetical order. (encyclopedias)

There are no words or very few words in these books. (picture books)

People use these to listen to music or stories on tape players. (audio tapes)

If you want a quiet place to read, go to this area. (study area)

3) To teach students who are unfamiliar with bingo how to play the game, use the completed sample bingo card on the second following page. Playing bingo together when everyone has the same card makes the activity a cooperative-not a competitive venture.

SPL 2-3

ASKING FOR HELP AT THE LIBRARY:

BINGO CARD

B	I	N	G	O
		FREE SPACE		

ASKING FOR HELP AT THE LIBRARY:

BINGO CARD

B	I	N	G	O
FICTION BOOKS	PUZZLES	MAGAZINES	VIDEO CASSETTES	PICTURE BOOKS
VERTICAL FILE	COMPUTER CATALOG	COMPUTERS	EASY READERS	STUDY AREA
CIRCULATION DESK	ENCYCLOPEDIA	FREE SPACE	COMPACT DISKS (CDs)	REFERENCE BOOKS
TYPEWRITERS	NEWSPAPERS	MYSTERIES	NON-FICTION BOOKS	AUDIO CASSETTES
JUVENILE BOOKS	TAPE PLAYER	PAMPHLETS	OPEN STACKS	PAPERBACKS

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: TEACHER NOTES

The purpose of this unit is to make ESL students aware of the many resources, programs, and services available to them and their families at the library. Students need to know that they can do more than borrow books, audio cassettes, videos and other materials at the library. They can use special resources for job searches, they can participate in book discussions, bring their children to story hours, meet authors, attend special interest workshops, attend literacy classes or meet with volunteer tutors, and so on. Unfamiliarity with the broad array of services and activities of libraries is not the only thing that prevents ESL students from fully utilizing them. Limited vocabulary and language problems also inhibit student use.

This unit introduces students to a number of activities for people of all ages at the library and provides associated language practice. Dialogues are used to reinforce vocabulary and concepts introduced in reading passages. They also provide additional opportunities for students to practice functional language and grammatical structures typically found in most ESL texts.

After completing this unit, teachers should encourage students to visit their local libraries to learn about the specific programs offered there. Ask students to bring flyers, announcements, newsletters and the like from their local libraries to class for further discussion and sharing. Help students develop cultural awareness by asking them to compare resources and programs found in libraries in the United States with libraries in their native countries.

COMPETENCIES FOR THIS UNIT

Students will be able to:

1. identify a variety of library programs and services for people of all ages.
2. register for a library program in person or on the phone.
3. identify special resources found in libraries.

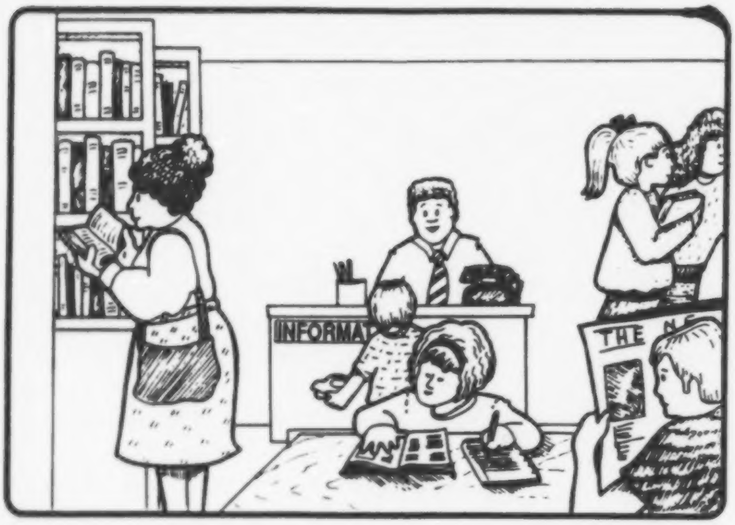
POSSIBLE AUTHENTIC MATERIALS FROM INDIVIDUAL LIBRARIES AND COMMUNITIES

1. Library Newsletters
2. Flyers or stories in local newspapers about library programs
3. Pictures of people involved in activities sponsored by libraries

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: DISCUSSION ACTIVITY # 1

Directions: Talk about the pictures below.

1.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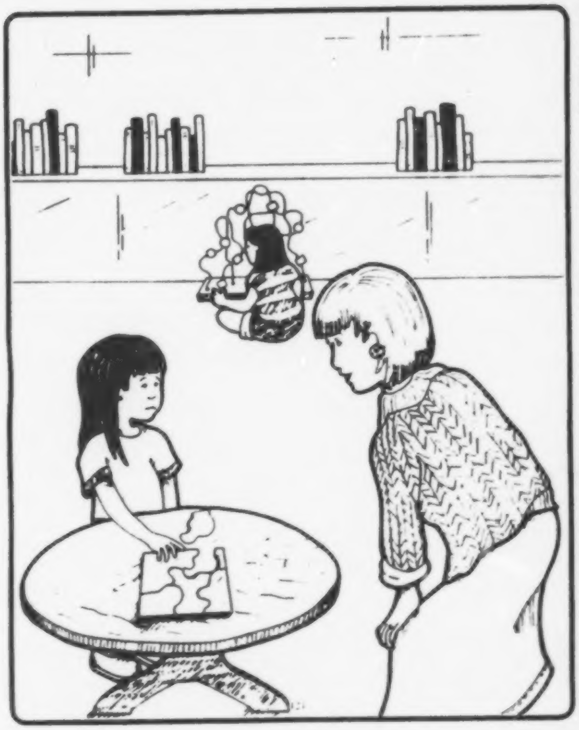
2.



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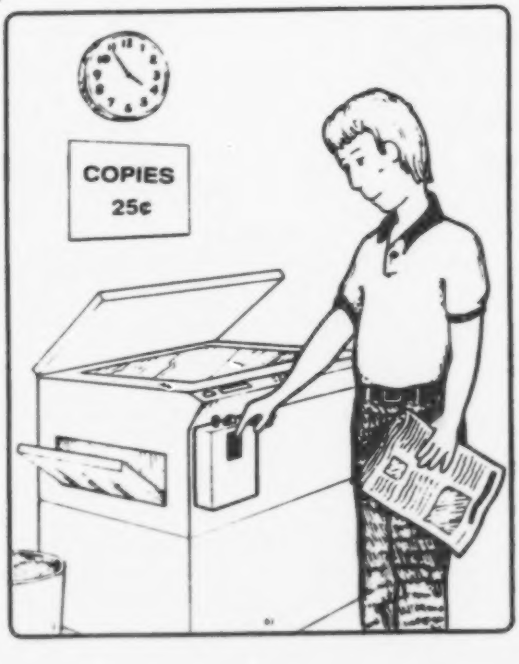

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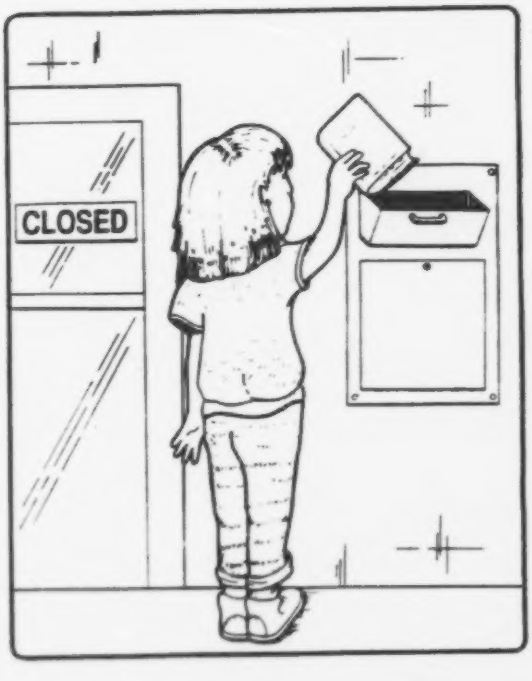

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RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: READING PASSAGE # 1

Directions: Read the articles from a library newsletter silently. Then listen to your teacher read the articles aloud.

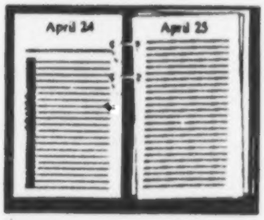
YOUNG ADULT SERVICES

- **Junior Friends of the Library** meets from 4:00 p.m. - 5:00 p.m. March 17th, April 21st, and May 26th. Light snacks will be served.

  This is for teens who want to get involved in the library. We are interested in your ideas. Would you like to discuss your favorite book?

- **Spring Break Chess** - March 31st from 3:00-4:00 p.m. Open to anyone who knows how to play chess.

Book Me!



You've heard of pre-driven cars, why not pre-read books? The library's spring **Used Book Sale** is April 24-25. Most books are in great condition for a great price.

On Saturday, April 24th, earlybird admission from 8:00-11:00 a.m. is $1.00; no admission is charged from noon-4:00 p.m. On Sunday, April 25th, from 1:00-3:00 p.m., only paperback books will be for sale.

Anyone willing to help set up on Friday, April 23rd, should call Rose Stevens 266-1550.

Reading Workshops

Susan James, Reading Specialist from Glen Oak School, will present three reading workshops this spring. Register by phone or in person for one or all three workshops.

Session 1, April 7th, 7:00-8:00 p.m.: "Fostering a Reading Habit" is designed for all parents who would like to help their children read better.

Session 2, April 20th, 7:00-8:00 p.m.: "From Mother Goose to Dr. Seuss" is aimed at parents of the beginning reader and will show them ways to help their children develop good reading skills.

Session 3, May 5th, 7:00-8:00 p.m.: "Keeping the Reading Habit Alive" is designed to help parents continue to interest and challenge intermediate and middle school readers.

♦Author James Manley

From 7:00-7:45 p.m. on Wednesday, April 21st, the library will present James Manley an author who has published ***The Story of Bluebird's Travels* and *The Dog and the Saxophone*.** He will discuss writing his stories, start a story for the audience, and share his books which will be available for purchase. Call or visit the library to register.

"Important Health Facts"

Registered dietitian, Deb Young, will discuss "Important Health Facts," including diabetes, on March 22nd from 7:00-7:45 p.m. Call 266-1550 to register.

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*Adapted from the Spring 1993 Newsletter of the Glenside Public Library District.

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY # 1

Directions: Say these words after your teacher. Discuss the meaning of each word. (Optional: Write the meaning next to each word.)

1. pre-read
2. condition
3. earlybird
4. admission
5. set up
6. register
7. designed
8. fostering
9. aimed
10. audience
11. share
12. purchase
13. dietitian

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY #1, TEACHER NOTES

Directions: Simplified definitions of the vocabulary words are provided below. If you do not have time for a class discussion of the words, you may want to copy this page for students and give it to them after you have pronounced each word for them.

1. pre-read - previously read or used

2. condition - shape

3. earlybird - first to arrive as in the expression, "The early bird catches the worm."

4. admission - fee to enter

5. set up - get ready (for the book sale); arrange things

6. register - sign up

7. designed - created

8. fostering - developing or encouraging

9. aimed - directed toward

10. audience - people who are watching or listening to a performance

11. share - tell about or give information

12. purchase - buy

13. dietitian - person who studies or knows about good diets and healthy food

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY # 2

Directions: Listen to your teacher read these articles from a library newsletter aloud. Circle the 13 vocabulary words from page 4 you hear your teacher say. Did you circle all 13 words? If you didn't, your teacher will read these articles again.

YOUNG ADULT SERVICES

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  This is for teens who want to get involved in the library. We are interested in your ideas. Would you like to discuss your favorite book?

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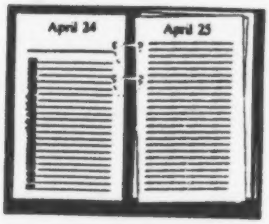
Book Me!



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On Saturday, April 24th, earlybird admission from 8:00-11:00 a.m. is $1.00; no admission is charged from noon-4:00 p.m. On Sunday, April 25th, from 1:00-3:00 p.m., only paperback books will be for sale.

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*Adapted from the Spring 1993 Newsletter of the Glenside Public Library District.

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: COMPREHENSION CHECK #1

READING PASSAGE #1

Directions: Take turns reading the sentences below with a partner. One word in each sentence is wrong. Correct each sentence together. Write the new sentence on the line below each sentence.

1. Most books at the **Used Book Sale** are in terrible condition.

____

2. On April 25th, some paperback books will be for sale.

____

3. **Junior Friends of the Library** is a group for adults.

____

4. The library serves meals at the **Junior Friends** meeting.

____

5. There will be three reading workshops for children in April and May.

____

6. People can register by mail or in person for the reading workshops.

____

7. An author will buy books on April 21st.

____

8. A registered librarian will discuss health on March 22nd.

____

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: LANGUAGE ACTIVITY # 1a

PARTNER WORK: PARTNER A

Libraries have different kinds of programs for people of all ages. Usually people have to register or sign up for the programs they want to go to.

Directions: Work with a partner. One person looks at this page only. The other person looks at the page for Partner B only. Ask your partner questions about the programs below. Then write the information in the chart.

Example: A: When is "Important Health Facts?"
B: It's on March 22.
A: What time is "Spring Break Chess"?
B: It's from 3:00 - 4:00 p.m.

EVENT	DATE	TIME
"Important Health Facts"		7:00 - 8:00 p.m.
Spring Break Chess	March 31	
"Fostering a Reading Habit"		7:00 - 8:00 p.m.
"From Mother Goose to Dr. Seuss"	April 20	
Author - James Manley		6:30 - 7:45 p.m.
Used Book Sale	April 24	
Used Paperback Sale		1:00 - 3:00 p.m.
"Keeping the Reading Habit Alive"	May 5	
Junior Friends of the Library		4:00 - 5:00 p.m.

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: LANGUAGE ACTIVITY # 1b

PARTNER WORK: PARTNER B

Libraries have different kinds of programs for people of all ages. Usually people have to register or sign up for the programs they want to go to.

Directions: Work with a partner. One person looks at this page only. The other person looks at the page for Partner A only. Ask your partner questions about the programs below. Then write the information in the chart.

Example: B: What time is "Important Health Facts?"
A: It's from 7:00 to 8:00 p.m.
B: When is Spring Break Chess?
A: It's on March 31.

EVENT	DATE	TIME
"Important Health Facts"	March 22	
Spring Break Chess		3:00 - 4:00 p.m.
"Fostering a Reading Habit"	April 7	
"From Mother Goose to Dr. Seuss"		7:00 - 8:00 p.m.
Author - James Manley	April 21	
Used Book Sale		8:00 - 11:00 a.m. noon - 4:00 p.m.
Used Paperback Sale	April 25	
"Keeping the Reading Habit Alive"		7:00 - 8:00 p.m.
Junior Friends of the Library	May 26	

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: CONVERSATION PRACTICE #1

Directions: Listen to your teacher read the conversation below aloud. Then practice the conversation with your teacher and classmates.

Angela Neri and her family go to the library a lot. They check out books to read every week. They also go to special programs at the library. Everyone in the family likes to read. Angela just heard about the used book sale. She wants to volunteer to help.

Librarian: Hello. This is Treetown Library.

Angela: May I speak to Jane Jones?

Librarian: May I ask who's calling?

Angela: This is Angela Neri. I want to volunteer for the used book sale.

Librarian: Just a minute. I'll get Jane.
(a minute passes)

Jane Hello. This is Jane.

Angela: Hi. This is Angela Neri. I'd like to help set up the book sale on Friday.

Jane: That's great! We need a lot of help. What time can you come?

Angela: How about 2:00?

Jane: Wonderful. Just ask for me at the Circulation Desk. See you on Friday.

Angela: Okay. Bye.

SPL 3-5

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: CONVERSATION PRACTICE #2

Directions: Listen to the dialogue below. Then practice the dialogue with your teacher and your classmates.

Mrs. Patel has two children. One child is in second grade. The other child is in middle school. Both of Mrs. Patel's children have problems with reading. Mrs. Patel wants to help her children read better. She is at the library to register for some reading workshops.

Librarian: Can I help you?

Mrs. Patel: Yes. I want to register for the reading workshops.

Librarian: Which ones?

Mrs. Patel: The one on April 20th and the one on May 5th.

Librarian: There's also a workshop on April 7th. Do you want to register for that one too?

Mrs. Patel: No. I'm busy that night.

Librarian: Okay. May I have your name and phone number?

Mrs. Patel: It's Sheela Patel, 690-6075. How much do the workshops cost?

Librarian: Nothing. They're free.

Mrs. Patel: That's great!

THE BOOKMOBILE

Many large cities have more than one library. There is usually a large, downtown library and one or more smaller, neighborhood or branch libraries. But in some suburbs and small cities, there is one main library and a bookmobile.

A bookmobile is a traveling library. It is a large van or a small bus with books, videos, compact disks, magazines, and other library materials. Main libraries have large collections with thousands and thousands of books and other materials. Bookmobiles have smaller collections with only 3,000 to 3,500 books and materials. Some people cannot go to a library. Sometimes it's too far away from their homes. Often people can't walk, drive, or take a bus to the library. Bookmobiles bring library materials to them.

Bookmobiles have most of the same materials that libraries have. But they usually only have popular and current materials. For example, a ten year old magazine won't be on the Bookmobile. But people can check out this week's Time magazine or a best-selling book. The Bookmobile has both fiction and nonfiction books. Often there are some reference books for school children to use for assignments or reports too. People request materials from the main library and the Bookmobile delivers them. People can return materials to the Bookmobile the next time it comes, or they can return materials to the main library.

The Bookmobile in Arlington Heights stops at schools, parks, apartments, and condos. Sometimes it also goes to nursing homes, retirement homes, and businesses. The Bookmobile goes to those places two or three times a month. It may stay at each place for an hour or more.

Have you ever seen a Bookmobile? Have you ever used one? Does your community have a Bookmobile? Call your local library and find out.

SPL 3-5

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: CONVERSATION PRACTICE #3

Directions: Listen to your teacher read the dialogue below aloud. Then practice the dialogue with your teacher and your classmates.

Mr. Gómez is at home. He is reading the newsletter from the library. He reads something interesting. A dietitian is going to talk about health and diabetes on March 22nd. Mr. Gómez's mother has diabetes, so he wants to know more about it. Mr. Gómez calls the library.

Librarian: Hello. This is Hilltop Library. May I help you?

Mr. Gómez: Yes. I want to register for "Important Health Facts" on March 22nd.

Librarian: May I have your name and telephone number?

Mr. Gómez: My name is Max Gómez and my phone number is 277-9286.

Librarian: Is that a home or work number?

Mr. Gómez: Home.

Librarian: Okay. You're registered.

Mr. Gómez: Thanks.

Directions: Now look at page 6 again. What other programs do people have to register for? Write the programs on the lines below. Then practice the dialogue again with new information.

Other programs:

____

____

____

____

BOOKMOBILE SCHEDULE

Odd week Schedule (weeks 1, 3 and 5)

MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Poe School **3:00 - 5:00 p.m.**	**Westgate School** **3:00 - 4:15 p.m.**	**Evergreen Park** **3:30 - 4:45 p.m.**	**Ivy Hill School** **3:00 - 4:30 p.m.**	**Frontier Park*** **3:15 - 4:30 p.m.**
Frenchman's Cove **5:15 - 6:15 p.m.**	**Carefree Park** **4:30 - 5:30 p.m.**	**Banta Park** **5:00 - 6:00 p.m.**	**Russetwood Subdivision** **4:45 - 5:45 p.m.**	**Virginia Terrace Park** **4:45 - 5:45 p.m.**
Arbor Lakes Apts. **6:30 - 7:30 p.m.**	**Falcon Park** **5:45 - 7:30 p.m.**	**Creekside Park*** **6:30 - 7:30 p.m.**	**Lake Arlington Towne** **6:00 - 7:00 p.m.**	**Twelve Oaks Apts.** **6:00 - 7:00 p.m.**

AUGUST 1992

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 1992

M	T	W	T	F
	1	2	3	4
	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 1992

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 1992

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25		27
30				

DECEMBER 1992

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23		
28	29	30		

JANUARY 1993

M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 1993

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 1993

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 1993

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 1993

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JUNE 1993

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JULY 1993

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Even week schedule (weeks 2 & 4)

MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Juliette Low School **3:00 - 4:15 p.m.**	**Victory Park** **3:30 - 4:30 p.m.**	**Centennial Park** **3:00 - 5:00 p.m.**	**Patton School** **3:00 - 4:30 p.m.**	**Frontier Park*** **3:15 - 4:30 p.m.**
Scarsdale **4:30 - 6:00 p.m.**	**Linden Place** **4:45 - 6:30 p.m.**	**Carousel Park** **5:15 - 6:15 p.m.**	**Sunset Ridge Park** **5:00 - 7:00 p.m.**	**Stonebridge Village Apts.** **4:45 - 5:45 p.m.**
Dana Point Condos. **6:15 - 7:15 p.m.**		**Creekside Park*** **6:30 - 7:30 p.m.**		**Brandenberry Pk. Condos.** **6:00 - 7:00 p.m.**

From the Arlington Heights Memorial Library

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: READING ACTIVITY #1

BOOKMOBILE

Directions: Look at the Bookmobile schedule on page 78. Then take turns reading the sentences below with a partner. Decide together if the sentences are TRUE or FALSE. Circle TRUE or FALSE. (Optional: Correct the false sentences.)

1. The Bookmobile is open on weekends. TRUE FALSE

2. The Bookmobile stops at two or three different places every day. TRUE FALSE

3. The Bookmobile sometimes goes to the same place three times a month. TRUE FALSE

4. The Bookmobile comes in the morning and the afternoon. TRUE FALSE

5. The Bookmobile goes to schools, parks, and supermarkets. TRUE FALSE

6. The Bookmobile goes to Carefree Park on Wednesday. TRUE FALSE

7. The Bookmobile arrives at Patton School at 3:30 p.m. TRUE FALSE

8. The Bookmobile leaves Banta Park at 5:00 p.m. TRUE FALSE

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: READING ACTIVITY # 2

BOOKMOBILE SCHEDULE

Directions: Look at the Bookmobile Schedule on page 78. Work with a small group to answer questions 1-7. Write your answers on the lines. Then share your answers with the class.

1. How many days of the week does the Bookmobile travel around the community?

   ____

2. What days of the week doesn't the Bookmobile travel around the community?

   ____

3. How many times a month does the Bookmobile go to the same place (example: Poe School or Twelve Oaks Apartment?)

   ____

4. What is the earliest time you can visit the Bookmobile?

   ____

5. What is the latest time you can visit the Bookmobile?

   ____

6. What is the shortest time the Bookmobile is at one place?

   ____

7. What is the longest time the Bookmobile is at one place?

   ____

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: READING ACTIVITY #3

BOOKMOBILE SCHEDULE

Directions: Look at the Bookmobile Schedule on page 78. Work with a small group to answer questions 1-14. Write your answers on the lines. Then share your answers with the class.

1. How many days of the week does the Bookmobile travel around the community?

   ____

2. What days of the week doesn't the Bookmobile travel around the community?

   ____

3. How many times a month does the Bookmobile go to the same place (example: Poe School or Twelve Oaks Apartment?)

   ____

4. What is the earliest time you can visit the Bookmobile?

   ____

5. What is the latest time you can visit the Bookmobile?

   ____

6. What is the shortest time the Bookmobile is at one place?

   ____

7. What is the longest time the Bookmobile is at one place?

   ____

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: READING ACTIVITY #3 Cont.

8. What day of the week does the Bookmobile go to Falcon Park?

____

9. Where is the Bookmobile at 3:30 p.m. on Tuesday, March 2?

____

10. When is the Bookmobile at Carousel Park?

____

11. How long does the Bookmobile stay at Virginia Terrace Park?

____

12. What time does the Bookmobile arrive at Frontier Park?

____

13. What time does the Bookmobile leave Arbor Lakes Apartments?

____

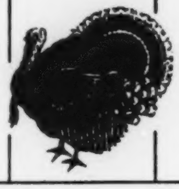
14. How long does the Bookmobile stay at Patton School?

____

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: CALENDAR

Directions: Look at the calendar below. Then answer the questions on the next page.

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Preschool Storyhour 10:15 AM *ELECTION DAY* Your Library Needs Your Vote!	4 Preschool Storyhour 10:15 AM Book Review *A Natural Curiosity* 7:30 PM Please Register	5 	6	7
8	9	10 Preschool Storyhour 10:15 AM **Art Activity** 4:00 PM K-3rd Grade Register	11 Preschool Storyhour 10:15 AM	12 Friends of the Library Book Bag Sale 3-5 PM & 7-9 PM *-Lobby-*	13 	14 Friends of the Library Book Bag Sale *11-3 PM* *-Lobby-*
15	16 *National Childrens Book Week* 	17 Preschool Storyhour 10:15 AM **Art Activity** 4:00 PM 4-6 Grade Register	18 Preschool Storyhour 10:15 AM	19 *FAMILY READING NIGHT* Families that read together, grow together!	20 	21
22	23	24 Preschool Storyhour 10:15 AM Library Trustees Board Meeting 7:30 PM	25 Preschool Storyhour 10:15 AM *Library Closes at 3:00 PM*	26 *THANKSGIVING DAY* Library Closed!	27 	28
29	30					

Hours:

Mon - Thurs.	10:00 AM - 8:45 PM
Fri	10:00 AM - 6:00 PM
Sat.	10:00 AM - 5:00 PM
Sun.	Closed

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SPL 3-7

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: CALENDAR ACTIVITY #1

Directions: Work with a partner. Decide together if the sentences about the calendar on page 19 for November are TRUE or FALSE. Put a check in the correct column. (Optional: Correct the false sentences.)

	TRUE	FALSE
1. Pre-school Story hour starts at 10:15 a.m.	______	______
2. You don't have to register for the Book Review on November 4.	______	______
3. Three-year old children can go to the Art Activity on November 10.	______	______
4. The "Friends of the Library" are selling book bags.	______	______
5. The library is closed on Fridays.	______	______
6. The library is closed on Thanksgiving Day.	______	______
7. The library has two pre-school story hours every week.	______	______
8. The "Friends of the Library" has a meeting on November 24 at 7:30 p.m.	______	______

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: CALENDAR ACTIVITY #2

Directions: Work with a partner. Take turns reading the list of library activities for July. Then look at the calendar below. Write the activities on the calendar.

JULY

02	National Literacy Day	
05	Independence Day holiday - library closed	
07	Puppet Show	noon
16	Last day for young adults to register for summer reading program	
20	*Grades K-4th teddy bear picnic	11:00 a.m.-noon
21	*Pre-school teddy bear picnic	11:00 a.m.-noon
	Adult book discussion	7:00 p.m.
	Library Board meeting	7:00 p.m.
22	Junior Friends of the Library meeting	2:00-3:00 p.m.
23	*Family Magic Program	6:30-8:00 p.m.
27	*Baseball card trading	10:30 a.m.
31	End of summer reading program	7:00 p.m.

*registration required

MARK YOUR CALENDAR!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY #3

Directions: Say these words after your teacher. Discuss the meaning of each word. (Optional: Write the meaning next to each word.)

1. literacy collection
2. book bag
3. reading workshop for parents
4. bus schedule
5. book discussion
6. student textbooks
7. copy machine
8. lecture
9. talking books
10. volunteer tutoring
11. library tours
12. night owl reference
13. paperback exchange
14. magnifying glass

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY #3

TEACHER NOTES

Directions: Simplified definitions of the vocabulary words are provided below. If you do not have time for a class discussion of the words, you may want to copy this page for students and give it to them after you have pronounced each word for them.

1. literacy collection: books for beginning adult readers
2. book bag: plastic or cloth bag to carry library books or other library materials
3. reading workshop for parents: parents learn how to help their children read better
4. bus schedule: tells what time and where buses stop
5. book discussion: a group of people read the same book, and then they meet together to talk about it (sometimes an author talks about the book he or she wrote)
6. student textbooks: elementary schools give copies of the books children use in school to the library; students can use textbooks to do their homework in the library
7. copy machine: duplicating machine (also sometimes called a Xerox machine)
8. lecture: one person talks to a group of people about a special topic or subject
9. talking books: fiction and non-fiction books are on audio cassettes so people can listen to the books
10. volunteer tutoring: adults help other adults or children learn to read or to speak English
11. library tours: library staff takes visitors on a tour of the library and tells them where to find things in the library
12. night owl reference: people can call the reference department of the library when it is closed (9:00 p.m.- midnight) for the answers to reference questions
13. paperback exchange: people bring their used paperback books to the library and they can take home the same number of books they brought
14. magnifying glass: makes objects appear larger (for people with seeing problems)

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY #4

Directions: Say these words after your teacher. Discuss the meaning of each word. (Optional: Write the meaning next to each word.)

1. Info-Trac
2. income tax forms
3. chess club
4. storyteller
5. sheet music
6. reserve
7. puppet show
8. artworks
9. on-line catalog
10. babysitting class
11. pamphlets
12. bookmobile
13. notary public
14. used book sale

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: VOCABULARY ACTIVITY #5

TEACHER NOTES

Directions: Simplified definitions of the vocabulary words are provided below. If you do not have time for a class discussion of the words, you may want to copy this page for students and give it to them after you have pronounced each word for them.

1. Info-Trac: use this computer program to find information (about topics, people, places, etc.) in magazines and other periodicals
2. income tax forms: common and special forms for reporting state and federal income taxes
3. chess club: people who play chess get together and play at the library (it's a very quiet game)
4. storyteller: person who entertains by telling stories (does not read from a book)
5. sheet music: has the notes and words for songs
6. reserve: to make a special request for library materials; the library will hold the material for you until you come in to get it
7. puppet show: dolls that move and tell a story to entertain children (hands, strings, or wires move the dolls)
8. artworks: prints, paintings, or sculptures for people to check out
9. on-line catalog: computer program that gives information about all of the books in the library; you can find things by subject, author, or title
10. babysitting class: young people over the age of 12 learn how to take care of younger children; sometimes staff from a hospital or the Red Cross teaches the class
11. pamphlets: small, soft-covered books that give information about a topic
12. bookmobile: a traveling library, usually a bus or large van
13. notary public: a public officer who witnesses the signatures on a document to show that the signatures are real or authentic
14. used book sale: the library sells old books or books that people donate for low prices

SPL 3-5

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: LANGUAGE ACTIVITY #2

Directions: Read the definitions below. Discuss them with the class.

resources: materials (books, videos, audio cassettes) and other special things at the library for patrons to use in the library or to check out (e.g., large print books for people with seeing problems)

programs: one time events or a series of activities at the library for patrons to go to or attend (e.g., story hour for pre-school children)

services: special things the library or its staff do for people (e.g., voter's registration)

Directions: Look at the words on page 88. Work with a small group. Decide together if each word is a library **RESOURCE, PROGRAM,** or **SERVICE.** Write each word under the correct column. Then share your answers with the rest of the class.

RESOURCES	**PROGRAMS**	**SERVICES**

SPL 2-7

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: LANGUAGE ACTIVITY #3

TEACHER NOTES

Directions: Duplicate the words below on card stock. Make one set of words for every three to five students in the class. Distribute the sets of cards to the small groups and ask the students to work together to put the words in the three categories of RESOURCES, PROGRAMS, AND SERVICES.

Use the words from Vocabulary Activity #3 for beginning students. Use the words from Vocabulary Activities #3 and #4 for intermediate and advanced students.

<table>
<tr><td colspan="2">RESOURCES</td><td colspan="2">PROGRAMS</td><td colspan="2">SERVICES</td></tr>
<tr><td colspan="3">LITERACY COLLECTION</td><td colspan="3">BOOK BAG</td></tr>
<tr><td colspan="3">READING WORKSHOP FOR PARENTS</td><td colspan="3">BUS SCHEDULE</td></tr>
<tr><td colspan="3">BOOK DISCUSSION</td><td colspan="3">STUDENT TEXTBOOKS</td></tr>
</table>

COPY MACHINE	LECTURE
TALKING BOOKS	VOLUNTEER TUTORING
LIBRARY TOURS	NIGHT OWL REFERENCE SERVICE
PAPERBACK EXCHANGE	MAGNIFYING GLASS
INFO-TRAC	INCOME TAX FORMS

CHESS CLUB	STORY TELLER
SHEET MUSIC	RESERVE
PUPPET SHOW	ARTWORKS
ON-LINE CATALOG	BABYSITTING CLASS
PAMPHLETS	BOOKMOBILE
NOTARY PUBLIC	USED BOOK SALE

RESOURCES, PROGRAMS, AND SERVICES AT THE LIBRARY: DISCUSSION ACTIVITY #2

Directions: Think about things people do at libraries in your country. Discuss the answers to the questions below with your classmates. (Optional: write the information in the chart.)

		IN ______________ (native country)
1.	Do libraries have story hours for children? How old are the children? Are story hours free?	
2.	Do libraries have reading workshops for parents? Are the workshops free?	
3.	Do libraries have book discussions for adults? For school-age children?	
4.	Do authors of books go to the library to talk about their books?	
5.	Do libraries invite speakers to workshops about special topics such as health?	
6.	Do libraries have book sales or book exchanges? How often? What kinds of books do they sell?	
7.	Do clubs or organizations have meetings at the libraries?	
8.	Can people register to vote at libraries?	
9.	Can people watch films at libraries?	
10.	Can people play games like chess at the library?	

UNDERSTANDING LIBRARY RULES: TEACHER NOTES

The purpose of this unit is to familiarize English as a Second Language students with appropriate library behaviors and common library rules so they feel more comfortable using library materials and services. Essentially, students will be learning both spoken (explicit) and unspoken (implicit) library rules. They will read, interpret, and discuss some of the common rules and regulations which govern library use (e.g. using a book drop to return books after hours or returning materials on time to avoid fines.) They will also observe, interpret, and discuss a variety of cultural behaviors (such as lowering one's voice or being helped according to one's place in line rather than one's gender or age.)

In the course of developing this curriculum, workshops were conducted for staff on the topic of "Communicating Effectively with Nonnative Speakers of English" at the three cooperating libraries in Elgin, Arlington Heights, and Waukegan. Each of the participants received, as part of the workshop, a list of language tips for communicating effectively with limited English proficient patrons (See Page xiii). The list of tips is similar in intent to the printed rules and/or policies which libraries disseminate to their patrons. Unfortunately for nonnative speakers of English, the difficulties associated with understanding library rules are not only limited to language use.

Violations of the unspoken and unconscious rules of "library culture" may contribute to misunderstandings and negative feelings among library staff and patrons, both native and nonnative. For example, it is important for patrons to know not only that they must pay for lost materials and that fines or suspended library privileges may also result, but that there are acceptable ways to "protest" or seek redress in the event of errors made by library staff. This unit will assist students in solving problems related to library rules.

COMPETENCIES FOR THIS UNIT

Students will be able to:

1. read, interpret, and respond appropriately to library rules, regulations, and policies

2. identify rules of courtesy, time, punctuality, and conduct in the library

POSSIBLE AUTHENTIC MATERIALS FROM INDIVIDUAL LIBRARIES AND COMMUNITIES

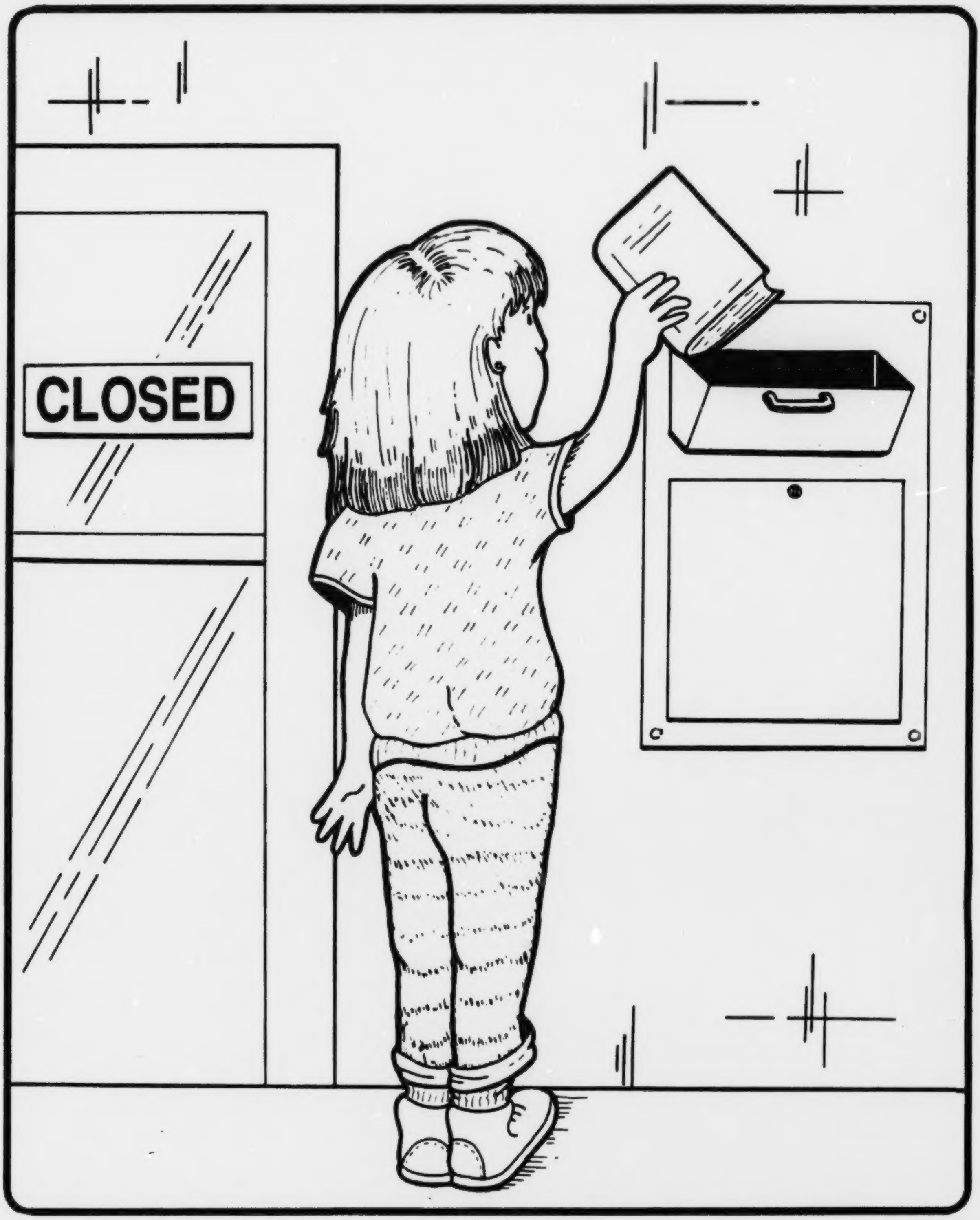
1. Posted signs

2. Library newsletters or flyers

Samples of all of the above are provided in the suggested activities for this unit. Classroom practice with the above competencies prior to visiting the library will enable students to experience success when they apply what they have learned in class to new or similar situations.

UNDERSTANDING LIBRARY RULES: DISCUSSION ACTIVITY #1

Directions: Look at the picture below. Talk about what you see.



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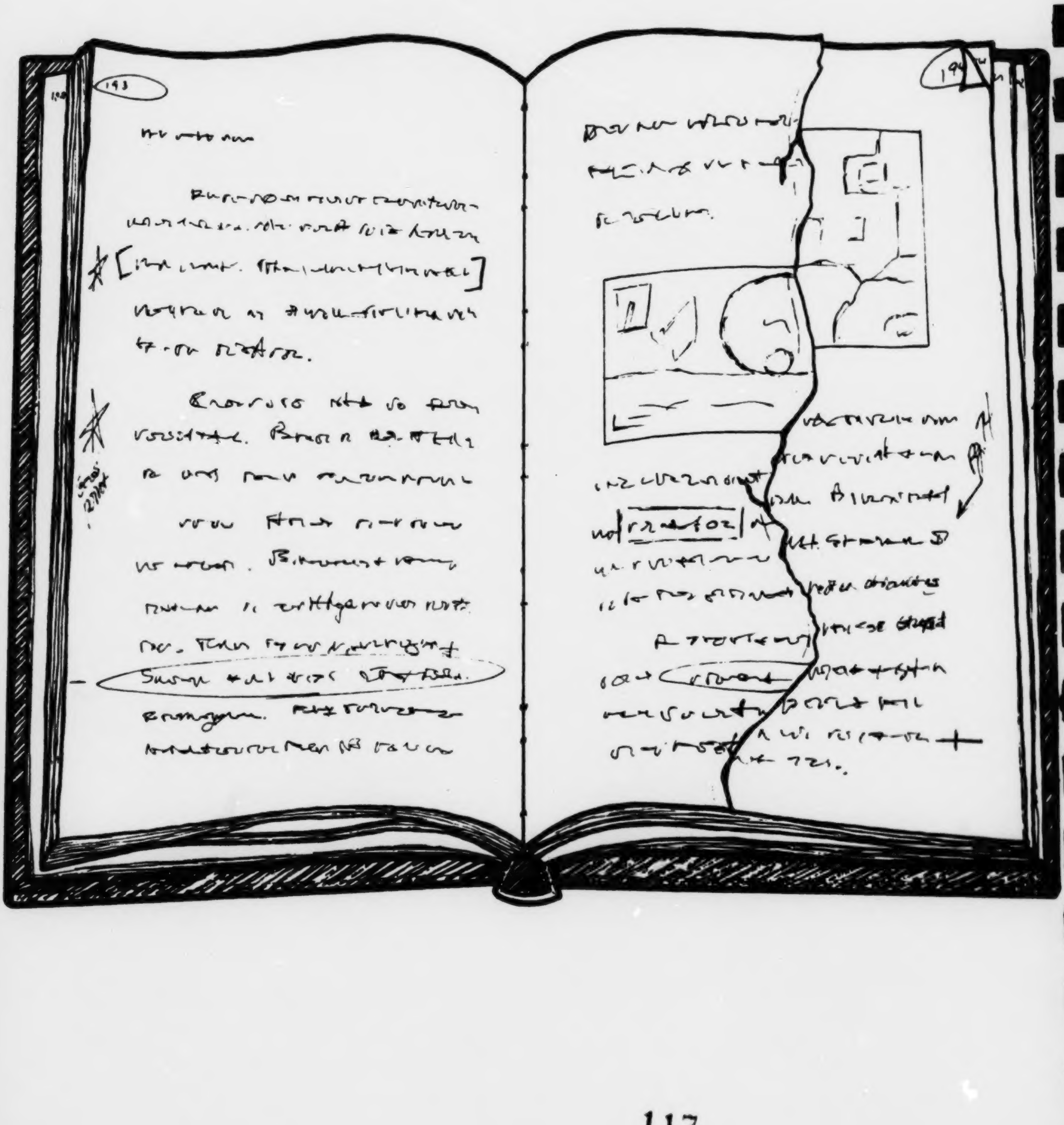
UNDERSTANDING LIBRARY RULES: DISCUSSION ACTIVITY #2

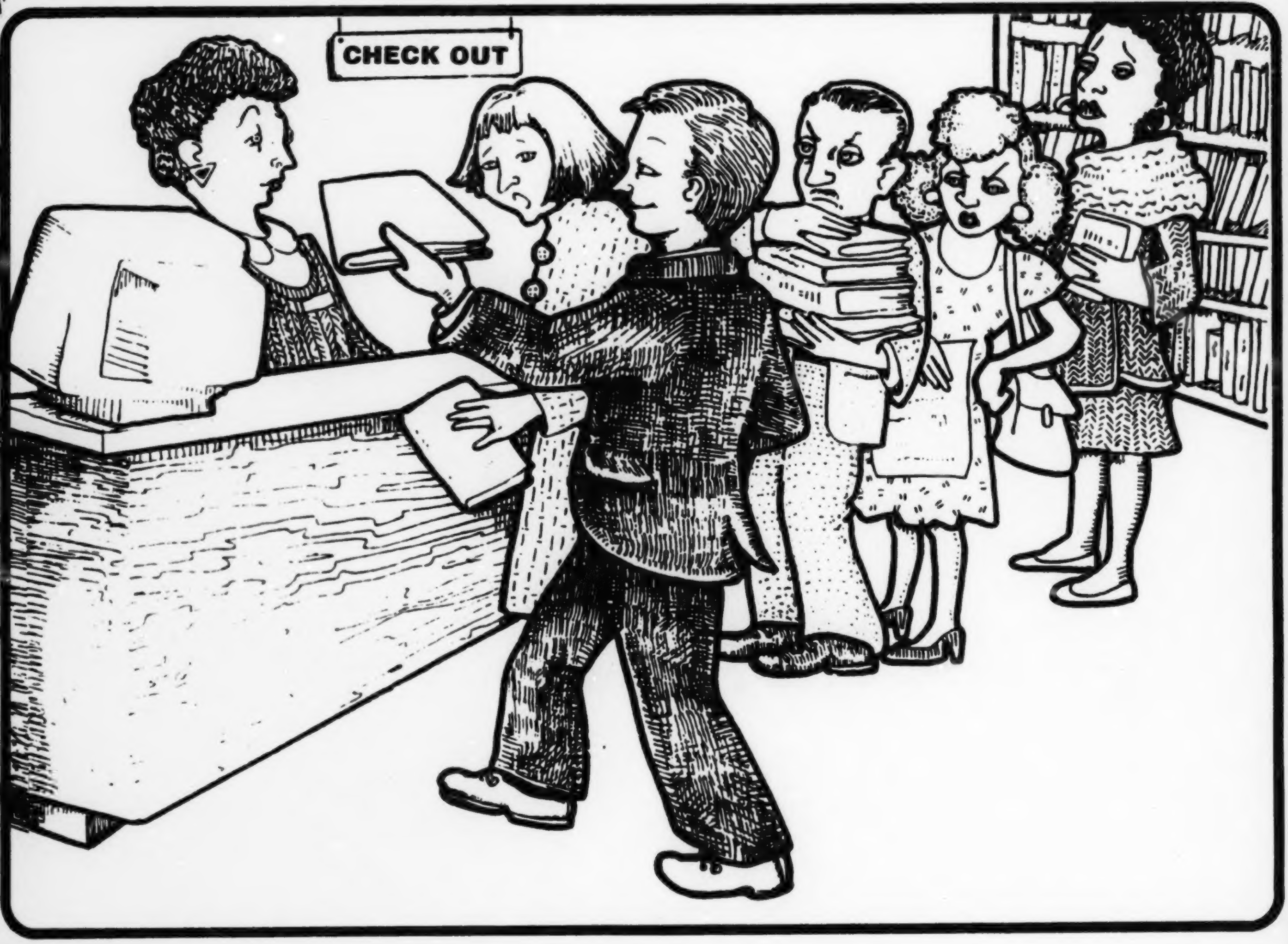
Directions: Look at the picture below. Talk about what you see.



117

UNDERSTANDING LIBRARY RULES: DISCUSSION ACTIVITY #3

Directions: Look at the picture below. Talk about what you see.



UNDERSTANDING LIBRARY RULES: TEACHER NOTES FOR PRE-READING ACTIVITY #1 AND READING PASSAGE #1

This unit stresses knowing the spoken and unspoken rules associated with using libraries. Not all students should be asked to read the passage. It will be too difficult for some students and too easy for others. Here are some suggested activities for teaching the content of the passage:

1. BEGINNING LEVEL STUDENTS (SPL LEVELS 0-3)

Materials: cardstock
colored markers

Make signs with these words:

- QUIET
- DO NOT RE-SHELVE BOOKS
- DO NOT PUT VIDEOS IN BOOK DROP
- COPIES - $.05
- NO FOOD OR DRINK
- THIS IS A SMOKE-FREE BUILDING

Use pictures to establish the meaning of these signs. You may use your own pictures or duplicate the ones from the curriculum. Have students match the pictures with the signs.

To extend this activity, visit your local library or the libraries your students attend and copy other signs that you see. Authentic environmental print from your students' libraries will enhance this unit.

2. HIGH-BEGINNING/LOW INTERMEDIATE STUDENTS (SPL LEVELS 4-6)

Distribute Pre-Reading Activity #1. Ask students to work with a partner. They should read each sentence and decide together if it is true or false. The purpose of this activity is to get the students talking to each other about the content of the unit. Rules may vary from library to library so for most of the questions there are no "right" or "wrong" answers. If rightness or wrongness is an issue for your or your students, check with the library or libraries in your area.

3. INTERMEDIATE/ADVANCED STUDENTS (SPL LEVELS 7 +)

Follow the same general directions as above, but make this change-- have the students check the rightness or wrongness of their own answers at their local library.

SPL 4-7

UNDERSTANDING LIBRARY RULES: PRE-READING ACTIVITY FOR READING PASSAGE # 1

Directions: Work with a partner. Take turns reading the sentences about library rules. Decide together which sentences you think are TRUE and which sentences you think are FALSE. Check TRUE OR FALSE.

		TRUE	FALSE
1.	People can talk loudly and play loud music in the library.	_____	_____
2.	Adults and children must go to different lines to check out materials from the library.	_____	_____
3.	Children can't use the copy machines in the library.	_____	_____
4.	People can return books only when the library is open.	_____	_____
5.	Children cannot check out videos.	_____	_____
6.	Only adults have to pay fines for late materials.	_____	_____
7.	Six year old children can go to the library without their parents.	_____	_____
8.	People can eat lunch or dinner in the library.	_____	_____
9.	Children can bring pet dogs or cats to the library.	_____	_______
10.	People cannot smoke in the library.	_____	_______

UNDERSTANDING LIBRARY RULES: READING PASSAGE #1

Libraries are special places for people to read, study, and learn. People of all ages-- children, teenagers, and adults go to libraries. Sometimes hundreds of people are in the library at the same time. They are reading books, newspapers, and magazines. They are using typewriters or computers. They are checking out audio cassettes, videos, and compact disks. School children are doing homework or studying for tests. Librarians are reading stories out loud to small children. Libraries are very busy places!

Libraries are busy places, but they are usually quiet places. Most people do not speak loudly or make a lot of noise when they are in a library. They use soft voices so they don't disturb other people. If a person talks loudly, people will say, "Be quiet." Some libraries have QUIET signs to remind people to speak softly.

There are other signs in the library too. DO NOT RE-SHELVE BOOKS means don't return books to shelves. If you take a book off a shelf, you shouldn't put it back. Books in the library are in alphabetical order. When a book is in the wrong place on a shelf, other people won't be able to find it. Here are some more signs you can see in the library:

DO NOT PUT VIDEOS IN BOOK DROP

COPIES - $.05

NO FOOD OR DRINK

THIS IS A SMOKE-FREE BUILDING

UNDERSTANDING LIBRARY RULES: READING PASSAGE #1 CONTINUED

Not all of the rules in the library are on signs for people to read. One of the rules is that people have to wait in line for help when the library is busy. It is not important if someone is a child or adult, a man or a woman. Librarians do not help men before they help women. They do not help adults before they help children. People must wait their turn in the line.

How can people learn the rules of the library when the rules are not on signs? Children learn the rules from their teachers and parents. Adults learn the rules by watching and listening to each other. They can also learn the rules in English class.

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #1 (for READING PASSAGE #1)

Directions: Say these words after your teacher. Discuss the meaning of each word. (Optional: Write the meaning next to each word.)

1. damaged
2. refunds
3. refunded
4. zebra label
5. renewed
6. fee
7. charged
8. processing fee
9. replacement
10. receipt
11. canceled check
12. current price

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #1
TEACHER NOTES

Directions: Simplified definitions of the vocabulary words are provided below. If you do not have time for a class discussion of the words, you may want to copy this page for students and give it to them after you have pronounced each word for them.

It is easier to illustrate or demonstrate the meanings of some words than it is to define them with words. Use pictures and realia to contextualize the words. Pictures for the words with asterisks follow this page.

1.*	damaged	when something is not in its original condition (you spill coffee on the pages of a book you are reading)
2.	refunds	when you get money back (if you pay for a lost book and you find the book, you can usually get a refund)
3.	refunded	returned
4.*	zebra label	lines and numbers on books and other library materials that computers read; grocery stores use zebra labels too
5.	renewed	updated (you must update or apply for your driver's license every 4 years) you must renew your library card when it expires
6.	fee	money to pay for goods or services; similar to a fine
7.	charged	money you must pay for something; if you lose a magazine you will be charged for it
8.	processing fee	money you pay for an employee's time (if you lose a book, the library has to order a new one and it takes time to do this; you pay for a new book and a processing fee
9.	replacement	to find another that is the same (if you lose a book and can find one exactly like it, sometimes you can give that book to the library)
10.*	receipt	piece of paper that shows you paid for something; it usually has your name, the date, the name of the item, the amount of money you paid, and the name of the person you gave the money to
11.*	canceled check	when a bank pays a check, it stamps the back
12.	current price	today's price for something; if a book cost $4.50 in 1990, but now it costs $5.50, $5.50 is the current price

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #2 (for READING PASSAGES #2 & 3)

Directions: Say these words after your teacher. Discuss the meaning of each group of words. (Optional: Write the meaning of each group of words.)

1. damaged material
2. a fee will be charged
3. extent of the damage
4. current price
5. processing fee
6. canceled check
7. obtain a refund
8. in good condition

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #3
(for READING PASSAGES #2 & 3)

Directions: Work with a partner. Look at the pairs of words below. Decide together if each pair of words has the same meaning or a different meaning. Check SAME OR DIFFERENT.

		SAME	DIFFERENT
1.	damage/hurt	______	______
2.	damaged/lost	______	______
3.	fee/money	______	______
4.	replace/refund	______	______
5.	renew/receipt	______	______
6.	return/renew	______	______
7.	replace/lose	______	______
8.	obtain/get	______	______

UNDERSTANDING LIBRARY RULES: READING PASSAGE #2 AND COMPREHENSION CHECK

Directions: Read the information below silently. Then work with a partner to answer the questions.

LOST AND DAMAGED MATERIALS

DAMAGED MATERIALS:	You must pay a fee for materials that you damage.
LOST MATERIALS:	You must pay today's price for materials that you lose. You must also pay a processing fee: $1.50 for paperbacks and magazines and $7.50 for everything else. You can get a refund if you return the materials in five days.
LOST LEARNING GAMES	You must pay $11.00 to replace a game. If the pieces are lost, you must pay for the game. If you lose a game bag, or game container you must pay $3.95.
REFUNDS:	You can get a refund for six months only. You must have a receipt or a canceled check to get a refund. The returned materials must be in good condition.
LOST LIBRARY CARD:	When you lose a card you must pay for replacements: $1.00 - First replacement $3.00 - Second replacement $5.00 - Third or more
DAMAGED ZEBRA LABEL:	$1.00 for each replacement

(Adapted from Glenside Public Library District's Lost and Damaged Materials Policy)

COMPREHENSION CHECK

Read each sentence. Circle TRUE or FALSE.

1. You don't have to pay for damaged library materials. TRUE FALSE

2. You have to pay a processing fee if you lose a paperback. TRUE FALSE

3. You have to pay $3.95 if you lose a learning game. TRUE FALSE

4. If you lose your library card, you can get another one for free. TRUE FALSE

5. You don't have to pay for damaged zebra labels. TRUE FALSE

UNDERSTANDING LIBRARY RULES: READING PASSAGE #3

LOST AND DAMAGED MATERIALS

DAMAGED MATERIALS:	A fee will be charged for damaged materials. The amount depends on the extent of the damage.
LOST MATERIALS:	The current price is charged for any lost materials except as otherwise specified. A processing fee of $1.50 is charged for magazines and paperbacks. The processing fee for all other items is $7.50 each. The fee will be refunded if materials are returned within five (5) working days.
LOST LEARNING GAMES:	Replacement is $11.00 per game. Save your receipt. A receipt or canceled check is required to obtain a refund. Returned materials must be in good condition.
LOST LIBRARY CARD:	$1.00 for 1st replacement; $3.00 for the 2nd replacement; $5.00 for the 3rd replacement or more.
DAMAGED ZEBRA LABEL:	$1.00 for each replacement.

DON'T THROW AWAY YOUR LIBRARY CARD! CARDS ARE RENEWED EVERY THREE YEARS.

(Glenside Public Library District Lost and Damaged Materials Policy)

UNDERSTANDING LIBRARY RULES: COMPREHENSION CHECK FOR READING PASSAGE #3

Directions: Work with a partner. Read the sentences below. Decide together if each group of sentences is TRUE OR FALSE. Check the correct column. (Optional: Rewrite the false sentences.)

1. Hanh spilled a can of cola on a library book. She must pay a processing fee of $7.50. TRUE FALSE

2. Oscar's child lost a learning game. Oscar does not have to buy a replacement. TRUE FALSE

3. Maria wants to renew her library card. She must pay $5.00. TRUE FALSE

4. Alex lost a library book two months ago. He paid for it. Today he found the book. He can get a refund because he has a receipt. TRUE FALSE

5. The zebra label came off Vimla's library book. She has to pay $1.00 a new label. TRUE FALSE

6. Jim lost his library card for the first time. He has to pay $3.00 for a new card. TRUE FALSE

7. Tanya lost a magazine. She has to pay $1.50. TRUE FALSE

8. Julian checked out a learning game for his son. Now one piece is missing so he has to pay $11.00 for the game. TRUE FALSE

9. Keiko lost a library book. She has to pay for the book, and she has to pay a processing fee too. TRUE FALSE

10. Ewa lost a paperback book. Today she found it. She has a canceled check, but she doesn't have a receipt so she can't get a refund. TRUE FALSE

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #4 (for READING PASSAGE #4)

Directions: Listen to your teacher say each word below. Then repeat each word after your teacher. (Optional: Write the meaning of each word next to it.)

1. non-disruptive

2. interfere

3. orderly

4. expulsion

5. disabilities

6. flammables

7. cause

8. unsupervised

9. promptly

10. blocked

11. refraining

12. prohibited

13. willfully

14. violate

15. appeal

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #4
TEACHER NOTES

Simplified definitions of the vocabulary words are provided below. If you do not have time for a class discussion of the words, you may want to copy this page for students and give it to them after you have pronounced each word for them.

1. non-disruptive - not disturbing
2. interfere - get in the way or come between
3. orderly - behaving well; following the rules
4. expulsion - act of being sent away or ejected.
5. disabilities - things that prevent people from moving, seeing, or hearing in a normal way
6. flammables - things that easily catch on fire
7. cause - reason
8. unsupervised - not under the care of an adult
9. promptly - on time
10. blocked - preventing access or movement
11. refraining - not doing something or stopping an action
12. prohibited - not permitted or allowed
13. willfully - on purpose or intentionally
14. violate - break rules or regulations
15. appeal - ask someone to review or reconsider a decision

SPL 5-7

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #5
(for READING PASSAGE #4)

Directions: Match each word on the left with its correct meaning on the right. Write the letter of the meaning next to each word.

1. non-disruptive _____
2. interfere _____
3. orderly _____
4. expel _____
5. disability _____
6. flammables _____
7. cause _____

a. good behavior or following the rules

b. throw out or send away

c. reason

d. something that prevents a person from seeing, hearing, or moving in a normal way

e. thing that catch fire easily

f. get in the way

g. behavior that doesn't bother other people

SPL 5-7

UNDERSTANDING LIBRARY RULES: VOCABULARY ACTIVITY #6
(for READING PASSAGE #4)

Directions: Match each word on the left with its correct meaning on the right. Write the letter of the meaning next to each word.

1.	unsupervised	___	a.	something is in the way and you can't get past it
2.	promptly	___	b.	not doing something
3.	blocked	___	c.	doing something on purpose or intentionally
4.	refraining	___	d.	not under the care of an adult
5.	prohibited	___	e.	not allowed or permitted
6.	willfully	___	f.	break a rule
7.	violate	___	g.	on time

UNDERSTANDING LIBRARY RULES: READING PASSAGE #4

Directions: Read these rules from a public library.

Quiet, non-disruptive behavior is expected from all library patrons. Behavior which interferes with the peaceful and orderly management of the library may result in expulsion from the library. Such behavior would include, but is not limited to:

a) use of wheeled vehicles or wheeled footwear inside the library except where such use is to afford access to the library to persons with disabilities;

b) bringing any animal into the building except one assisting a person with disabilities;

c) drinking or eating inside the library except as part of a library sponsored activity;

d) lighting matches, lighters, or other flammables inside the building;

e) sounding the fire alarm without cause;

f) the library may not be used as a child care center. Children under age 6 may not be left unsupervised. If school-age children under age 18 are disruptive and asked to leave, a parent will be called.

g) at closing time, children are expected to be picked up promptly. Parents will be called. If no one can be reached, the police will transport the child (if under age 16) to the police station, where the parent can pick up the child.

h) parents/guardians are responsible for the behavior of their children in the library;

i) bicycles are to be parked in bicycle racks only. The entrance to the library must not be blocked.

Any patron who willfully violates the rules above shall be excluded from use of the facilities for specified periods of time based on the severity of the willful violation as determined by the Administrator. Any expulsion may be appealed to the Board of Library Trustees by seeking a hearing at its next regularly scheduled meeting.

(Adapted from a Policy Statement of the Glenside Public Library)

UNDERSTANDING LIBRARY RULES: COMPREHENSION CHECK #4 (for READING PASSAGE #4)

Directions: Read the sentences below with a partner. Decide together if the sentences are TRUE or FALSE. Circle TRUE or FALSE. Correct the FALSE sentences.

1. People should be quiet in the library. TRUE FALSE

2. Only persons with disabilities can have vehicles with wheels in the library. TRUE FALSE

3. Animals are never allowed in the library. TRUE FALSE

4. Sometimes people can eat and drink in the library. TRUE FALSE

5. People cannot use cigarette lighters in the library. TRUE FALSE

6. Children must not play with the fire alarm. TRUE FALSE

7. Children under age 8 cannot be alone in the library. TRUE FALSE

8. Parents are responsible for their children under age 16. TRUE FALSE

9. People who don't follow the library rules can never go to the library again. TRUE FALSE

10. Children can't ride their bicycles to the library. TRUE FALSE

UNDERSTANDING LIBRARY RULES: CULTURAL COMPARISON ACTIVITY #1

Directions: Think about the rules people have to follow in libraries in your country. Discuss the answers to the questions below with your classmates. (Optional: Write the information in the chart.)

	IN ____________ (native country)
1. Can people speak in loud voices in the library?	
2. Can people use a book drop to return books when the library is not open?	
3. Do people return books to the shelves by themselves?	
4. Are there copy machines for people to use? How much do copies cost?	
5. Can people eat or drink in the library?	
6. Can people smoke in the library?	
7. Do men, women, and children wait in the same lines to check out materials?	
8. If a child is in line before an adult, who does the librarian help first?	
9. If a woman is in line before a man, who does the librarian help first?	
10. Can children be in the library without their parents?	

UNDERSTANDING LIBRARY RULES: DISCUSSION ACTIVITY #4

Libraries are not the only places with rules. Many other places have rules too.

Directions: Work with a partner. Read the rules below. Then match each rule with the place where you can find the rule. Draw lines from the rule to each place.

	RULE		PLACE
1.	Talk quietly or whisper.	a.	Bank
2.	Turn off the engine before you fill up the tank.	b	School
3.	Wash your hands before you touch any food.	c.	Library
4.	Sign in at the office before you go to a classroom.	d.	Supermarket
5.	Use this line for 10 items or less.	e.	Restaurant
6.	Endorse checks in front of the teller.	f.	Gas Station

Now work with a small group of three or four classmates. Talk about the rules people must follow in the places below:

- movie theater
- doctor's office
- hospital
- department store
- fast food restaurant
- parking lot
- bus

Share your answers with the rest of the class.

UNDERSTANDING LIBRARY RULES: HOME ACTIVITY #1

Go to the library at your school or in your community. Write down three rules you see in the library. Bring your rules to class and share the rules with your classmates.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

UNDERSTANDING LIBRARY RULES: PROBLEM-POSING STORY #1

Problem-Posing Issue: Unsupervised children in the library

Directions: Work with a partner or a small group. Read the story below and then talk about the questions.

Mui Pham is in kindergarten. She is five years old. Her sister Long is in first grade. She is six years old. Mui and Long's parents work. Everyday after school the two girls go to a neighbor's house until their parents come home from work. But today, when they arrive at the neighbor's house, nobody is home.

The little girls do not know where their neighbor is. They don't know what to do. Finally Long says, "Let's go to the library. It's only two blocks from here. A lot of kids go to the library after school." So Mui and Long walk to the library.

Long is right. There are a lot of kids in the library after school. Some kids are doing their homework. A few kids are playing games on the computers. Mui sees the puzzles and games. She takes a puzzle and begins to play. Long is looking at the picture books.

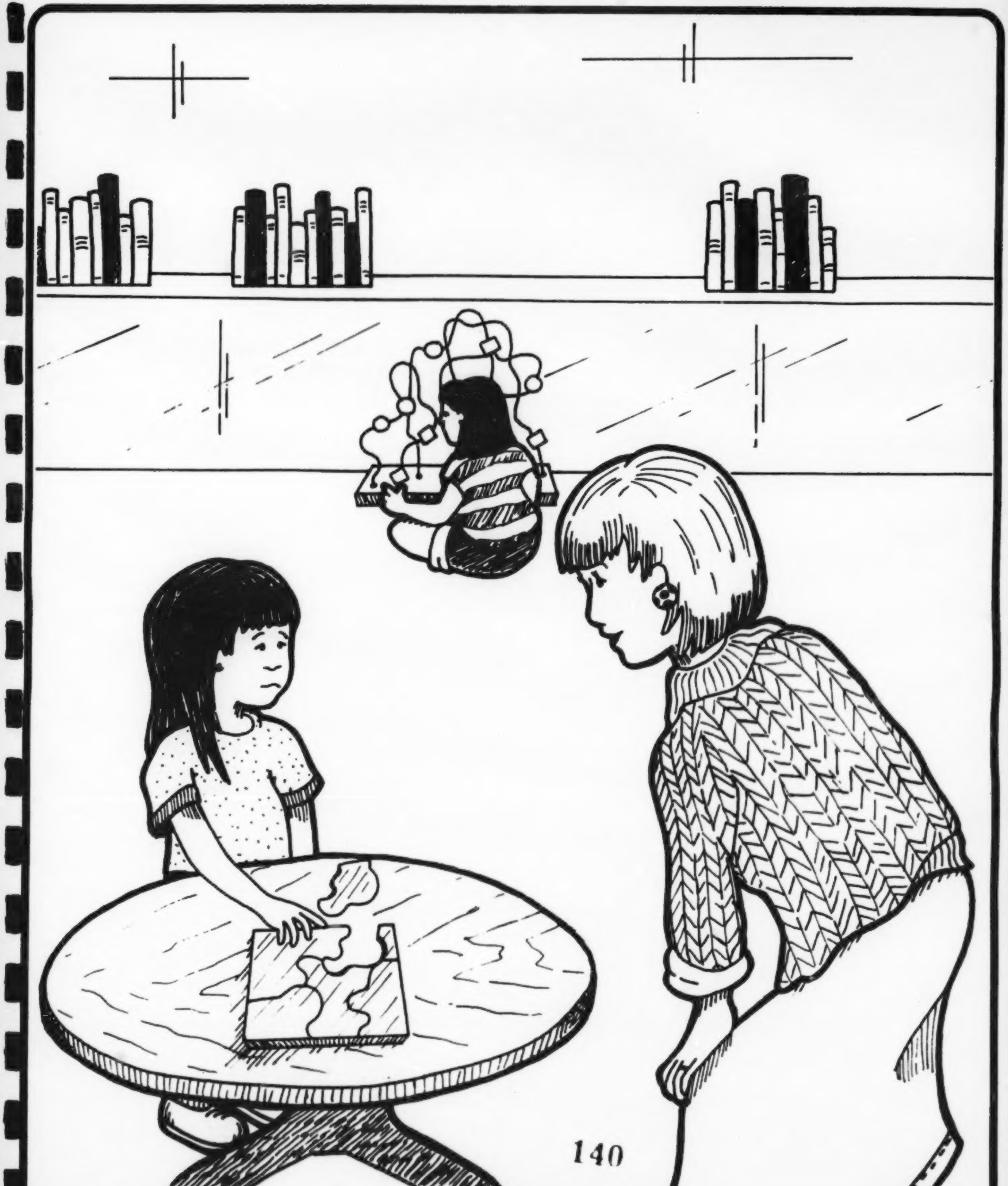
Then a librarian come to talk to Mui. She asks, "Who is with you in the library?" Mui says, "My sister, Long." The librarian asks, "Where is your sister?" "Over there," says Mui as she points to her sister. Then the librarian asks Mui, "Where are your parents?" "At work." Mui answers.

The librarian says, "Come with me, please." Mui is frightened. She does not know where the librarian is taking her. She begins to cry. Long sees her sister crying. She runs over to her to find out what is wrong. The librarian says, "Please don't cry. I only want to call your parents. You girls are too young to be in the library alone."

The librarian calls Mr. and Mrs. Pham, but they are not home. The librarian calls the Pham's neighbors, but they are not home.

1. Who are the people in the story? How old are they? Where are they? What are they doing?
2. What is the problem? How do the children feel? How does the librarian feel?
3. Have you ever had a problem like this? How did you feel? What did you do?
4. Why do the children have this problem? In your native country, would this be a problem? How would you deal with this situation in your native country?
5. What would you do about this problem? What would happen if you did this?

UNDERSTANDING LIBRARY RULES: PROBLEM-POSING PICTURE #1



APPENDIX A

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
0 **No ability whatsoever.**	**No ability whatsoever.**	**No ability whatsoever.**	**No ability whatsoever.**	**No ability whatsoever.**	0-8
I • Functions **minimally, if at all**, in English. • Can handle only **very routine entry-level** jobs that do not require oral communication, and in which all tasks can be easily **demonstrated**. • A native English speaker **used to** dealing with limited English speakers can **rarely** communicate with a person at this level **except through gestures**.	• Understands only a few **isolated words**, and **extremely simple learned** phrases. (What's your name?)	• Vocabulary limited to a few **isolated words**. • **No control** of grammar.	• Recognizes **most letters** of the alphabet, and **single-digit numbers**.	• Copies **letters** of the alphabet, **numbers**, own **name and address**; needs assistance.	9-15

From Mainstream English Language Training Project (MELT) Resource Package, U.S. Department of Health and Human Services, Social Security Administration, Office of Refugee Resettlement, 1985.

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
II	• Functions in a **very limited way** in situations related to **immediate needs**. • Can handle only **routine entry-level** jobs that do not require oral communication, and in which all tasks can be **easily demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **great difficulty** communicating with a person at this level.	• Understands a **limited number of very simple learned** phrases, spoken **slowly** with **frequent repetitions**.	• Expresses a **limited number of immediate** survival needs using **very simple learned** phrases. • Asks and responds to very simple learned questions. • **Some control** of **very basic** grammar.	• Recognizes **letters** of the alphabet, numbers **1-100**, and a few **very common sight words** (e.g. name, address, stop).	• Writes **letters** of the alphabet, numbers **1-100**, **very basic personal info.** on simplified forms; needs assistance.	16-28

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III	• Functions **with some difficulty** in situations related to **immediate needs**. • Can handle **routine entry-level** jobs that involve only the **most basic** oral **communication**, and in which all tasks can be **demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **great difficulty** communicating with a person at this level.	• Understands **simple learned** phrases, spoken **slowly** with **frequent repetitions**.	• Expresses **immediate survival** needs using **simple learned** phrases. • Asks and responds to simple learned questions. • **Some control** of **very basic** grammar.	• Reads and understands a **limited number** of **common sight words**, and short, **simple learned phrases** related to **immediate needs**.	• Writes a limited number of **very common words**, and **basic personal info.** on simplified forms; needs assistance.	29-41

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
IV	• Can satisfy **basic survival** needs and a few **very routine social** demands. • Can handle **entry-level** jobs that involve **some simple oral** communication, but in which tasks can also be **demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **difficulty** communicating with a person at this level.	• Understands **simple learned** phrases easily, and **some simple new** phrases containing familiar vocabulary, spoken **slowly** with **frequent repetitions**.	• Expresses **basic survival** needs, including asking and responding to related questions, using both **learned and a limited number of new phrases**. • Participates in basic conversations in **a few very routine social** situations (e.g. greeting, inviting). • Speaks with **hesitation** and frequent pauses. • **Some control** of **basic** grammar.	• Reads and understands **simple learned sentences** and **some new** sentences related to **immediate needs**; frequent misinterpretations.	• Writes **common words** and **simple phrases** related to **immediate needs**; makes frequent errors and needs assistance.	42-50

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V	• Can satisfy **basic survival** needs and **some limited social** demands. • Can handle **jobs and job training** that involve following **simple oral** and **very basic written** instructions but in which most tasks can also be **demonstrated**. • A native English speaker **used to** dealing with limited English speakers will have **some difficulty** communicating with a person at this level.	• Understands **learned** phrases easily and **short new** phrases containing familiar vocabulary spoken **slowly** with **repetition**. • Has **limited** ability to understand on the **telephone**.	• Functions **independently** in most **face-to-face basic survival** situations but needs **some help**. • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on **learned** phrases but also uses **new** phrases (i.e. speaks with **some creativity**) but with **hesitation** and pauses. • Communicates on the **phone** to express a **limited** number of **survival** needs, but with **some difficulty**. • Participates in basic conversations in a **limited number of social** situations. • Can occasionally clarify general meaning by simple rewording. • **Increasing**, but **inconsistent**, control of **basic** grammer.	• Reads and understands some **short simplified** materials related to **basic needs** with some misinterpretations.	• Writes **phrases** and **some short, simple sentences**; completes simplified forms. • Makes some errors; needs assistance.	51-57

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VI	• Can satisfy **most survival needs** and **limited social** demands. • Can handle **jobs and job training** that involve following **simple oral and written** instructions and diagrams. • A native English speaker **not used to** dealing with limited English speakers will be **able to communicate** with a person at this level on familiar topics, but with **difficulty and some effort**.	• Understands **conversations** containing **some unfamiliar** vocabulary on many **everyday** subjects, with a need for **repetition, rewording or slower speech**. • Has **some** ability to understand **without face-to-face** contact (e.g. on the telephone, TV)	• Functions **independently** in **most survival** situations, but needs **some help**. • Relies less on learned phrases; speaks with **creativity**, but with **hesitation**. • Communicates on the **phone** on **familiar** subjects, but with **some difficulty**. • Participates with **some confidence** in **social** situations when addressed **directly**. • Can sometimes **clarify** general meaning by **rewording.** • **Control** of **basic** grammar evident, but **inconsistent**; may attempt to use more difficult grammar but with almost no control.	• Reads and understands **simplified** materials on **familiar** subjects. • May attempt to read **some non-simplified** materials (e.g. a notice from gas company), but needs a great deal of **assistance.**	• Performs **basic writing tasks** in a **familiar** context including short personal notes and letters (e.g. to a teacher or landlord). • Makes some errors; may need assistance.	58-64

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VII	• Can satisfy **survival** needs and **routine work** and **social** demands. • Can handle work that involves following **oral and simple written** instructions in **familiar and some unfamiliar** situations. • A native English speaker **not used to** dealing with limited English speakers can **generally communicate** with a person at this level **on familiar topics**.	• Understands **conversations** on most **everyday** subjects at **normal speed** when addressed **directly**; may need **repetition**, **rewording**, or **slower speech**. • Understands **routine work-related** conversations. • **Increasing** ability to understand **without face-to-face** contact (telephone, TV, radio). • Has **difficulty** following **conversation** between **native speakers.**	• Functions **independently** in **survival** and many **social and work** situations, but may need **help occasionally.** • **Communicates on the phone** on **familiar** subjects. • **Expands** on **basic ideas** in conversation, but still speaks with **hesitation** while searching for appropriate vocabulary and grammar. • Clarifies **general meaning** easily, and can **sometimes** convey **exact** meaning. • **Controls basic** grammar, but not more difficult grammar.	• Reads and **partially understands some non-simplified** materials on **everyday** subjects; needs assistance.	• Performs **routine writing** tasks within a **familiar** context. • Makes some errors; may need assistance.	65+

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VIII	• Can participate effectively in **social** and **familiar work** situations. • A native English speaker **not used to** dealing with limited English speakers **can communicate** with a person at this level on **almost all topics**.	• Understands **general** conversation and conversation on **technical** subjects **in own field**. • Understands **without face-to-face** contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. • Understands **most** conversation between **native speakers**; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	• Participates effectively in **practical** and **social** conversation and in **technical** discussions in **own field.** • Speaks fluently in both **familiar and unfamiliar** situations; can handle problem situations. • Conveys and explains **exact meaning** of complex ideas. • **Good control** of grammar.	• Reads and understands **most non-simplified** materials including materials in own field.	• Performs writing tasks with reasonable accuracy to meet **social** and **basic work** needs.	
IX	• Can participate **fluently** and accurately in **practical, social, and work** situations. • A native English speaker **not used to** dealing with limited English speakers can communicate **easily** with a person at this level.	• Understands **almost all** speech in **any context**. Occasionally confused by highly colloquial or regional speech.	• **Approximates a native speaker's** fluency and ability to convey own ideas precisely, even in unfamiliar situations. • Speaks **without effort**. • **Excellent control** of grammar with no apparent patterns of weakness.	• Reads **non-simplified** materials.	• **Approximates** a **native speaker's** ability to write accurately.	
X	• Ability **equal** to that of a native speaker of the **same socio-economic** level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	• **Equal** to that of a **native speaker** of the same socio-economic level.	

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